

**Implementing Hong Kong English into Hong Kong language  
curriculum**

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**ABSTRACT:** Recognising the autonomy of Hong Kong English, which has become increasingly controversial in linguistic research, requires Hong Kong people to develop a sense of local identity within the English Language and to recognise its linguistic distinctiveness. Since local English Language teachers are believed to play a crucial role in the process, the study in this thesis examines these teachers' perceptions towards the issues of Hong Kong English and seeks potentials for implementing Hong Kong English into the language curriculum as a way to increase its local recognition. The results of the study reflect that Hong Kong English might be usefully implemented into the curriculum in two directions: as a module or unit within the syllabus for students who are more capable at learning English to increase their exposure and knowledge of different varieties of English; and as the medium of instruction in classrooms within the Extended Language Activity time for students who are less capable at learning English to relate their L1 Cantonese/Chinese to L2 English and arouse their interest in English. Supplementing other possible measures, producing a considerable amount of research studies about Hong Kong English is considered as the prerequisite for Hong Kong English's implementation into the language curriculum and recognition of its autonomy.

## 1. INTRODUCTION

On 1<sup>st</sup> July, 1997, Hong Kong went through a sovereignty change from being a British colony for over 150 years to a Special Administrative Region (SAR) of the People's Republic of China (PRC), within which Hong Kong is to retain its semi-autonomous SAR status for 50 years (Joseph 2004:132). At the same time, the Hong Kong SAR Government started to practise the 'trilingual, biliterate' language policy – the recognition of Cantonese, Putonghua and English as spoken languages, and Chinese and English as written languages (Bolton 2002:8). A number of political, social, economic as well as educational issues have been brought up, and vast linguistic changes have occurred as a by-product. Linguists have recently begun to observe two main linguistic trends or phenomena in this multilingual and multicultural SAR: one is the Cantonese-English code-switching<sup>1</sup> and the other is 'Hong Kong English' (henceforth HKE) as a new local variety of English. The latter brings out the primary theme of this thesis.

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<sup>1</sup> See Gibbons (1987) and Li (2002) for further information.

In recent years, there has been an increasing number of research studies and debates on recognising the autonomy of HKE; some linguists like Kirkpatrick et al. (2008) investigate the international intelligibility of HKE, while some (e.g. Li 2007; McArthur 2005) research on the possibilities and potentials of practising HKE in the local community, especially in classrooms; and some like Evans (2000, 2002, 2008, 2009) keep track of the general use of English in Hong Kong society and classrooms. All of these studies appear to share the same presupposition - the condition needed for the real emergence of HKE to take place requires Hong Kong people to develop a sense of local identity within the English language itself, and a recognition of the linguistic distinctiveness, which is believed to happen only if and when Hong Kong teachers come to recognise the 'errors' in the English of the students as a distinct Hong Kong identity being expressed in the language (Joseph 2004:161). In other words, the Hong Kong English Language teachers play a crucial role in helping promote or teach HKE to their students who are the 'future hope' of HKE as well as the SAR. Thus, the major concern in this thesis is how these teachers perceive HKE nowadays, which is extremely important to the possibility of HKE being implemented into the language curriculum as a means to attain the local recognition of HKE.

Despite the teachers' perception towards HKE, most of the research studies have not paid much attention to, or simply neglect, whether there is potential space for HKE to be taught in the Hong Kong English Language curriculum for the sake of increasing the interest in learning the language and the linguistic knowledge among local secondary school students. Rather than directly proposing HKE as the classroom language in Hong Kong when HKE is not yet popularised to a great extent, it is proposed in this thesis that it is much more practical as a beginning step to look in detail and seek space within the structure of the English Language curriculum for HKE to be implemented.

While the new HKSAR education policy '3-3-4'<sup>2</sup> is launched, updated guidelines on the English Language curriculum and assessment for senior secondary

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<sup>2</sup> '3-3-4' is the new education policy that changes the length of years of the secondary and tertiary education in HKSAR respectively – 3 years of junior secondary, 3 years of senior secondary and 4 years of tertiary education – from the previous '5-2-3' structure.

levels (Secondary 4 to 6) have been built (CDC and HKEAA 2007), and the implementation of the arrangements for fine-tuning the medium of instruction (MOI) starting with junior secondary levels has been announced by the Government (Education Bureau 2010). All these changes in language and/or education policies increase the flexibility for English Language teachers to add new elements into the language curriculum and classrooms, which indeed represents a great opportunity for HKE to be known by more Hong Kong students. Thus, it is now the most suitable time for conducting a related research study to help with the proposal of HKE's implementation.

This thesis is an extended version of my previous essay with the same title (Kwan 2010) for the postgraduate module, Applied Linguistics and Language Teaching, so the content of the essay is reused in the first half of this thesis with modifications and additional information. The purpose of this thesis is to test the validity of the ideas suggested previously, and to look for the possibilities and potentials for HKE to be implemented into the Hong Kong language curriculum. A study is conducted to examine the perceptions of current local secondary school teachers towards the issues and previously suggested views of HKE, their own school MOI policy and students' attitude to learning English, as well as the proposal for implementing HKE into the English Language curriculum. From knowing these teachers' perceptions and views, we would be able to find out what the obstacles and potentials are for the proposal of implementing HKE into English Language curriculum.

The main body of this thesis is divided into two big content parts: Part 2 reviews some related articles and further examines the issues, problems and prospects of attempting to implement HKE into the Hong Kong language curriculum (Section 2.1 to 2.3), followed by a general evaluation of Li's (2007) proposed goals of a sound curriculum of HKE (Section 2.4); Part 3 reports on the research study conducted with current local secondary school English Language teachers, and includes details of how the study has been carried out, and the first-hand data given by the teachers will be analysed and discussed.

## **2. BACKGROUND TO THE STUDY**

In the implementation of HKE into Hong Kong language curriculum, four aspects are mainly concerned: the potentials and recognition of HKE (Section 2.1), Hong Kong people's attitudes towards HKE (Section 2.2), the local and national governments' language policies which limit the Hong Kong language curriculum (Section 2.3), and the goals of proposing the implementation of HKE into the local language curriculum (Section 2.4).

### **2.1 Recognising Hong Kong English as a new local variety of English**

HKE is considered as a variety of English in the Outer Circle according to Kachru's (1985:12-13) 'Three Circles Model' of the spread of World Englishes. As Schneider (2003:258) puts it, the evolution of HKE has reached phase 3 (nativisation), with some observable traces of phase 2 (exonormative stabilisation) in the 'Dynamic Model'. To recognise the autonomy of a new variety of English like HKE, linguists mainly depend on three sets of criteria, namely the 'linguistic form, function and status' (Joseph 2004:139). From the perspective of linguistic form, HKE has its own salient linguistic features including a distinctive accent, vocabulary and syntactic structures (Bolton 2002:31), which are different from those of Standard (British) English. These include 'the loss of Standard English distinction between count and mass noun phrases, highly distinctive distribution of prepositions, and semantic differences in individual lexical items', which all commonly occur in discourse samples marking the distinctiveness of HKE (Joseph 2004:141)<sup>3</sup>.

From the perspective of functions, HKE used to perform as a colonial language, while it has become and will remain a co-official language especially for legal usage as long as the common law tradition is kept (Joseph 2004:151). At the same time, HKE is undoubtedly the language of international business, tourism and science, which will also maintain its imperatives in economic and educational areas (Joseph 2004:151). Yet the usefulness of HKE is challenged by the superseding use of the Cantonese-English mixed code, rather than HKE, in personal domains where social

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<sup>3</sup> For the purpose of this thesis, the linguistic features of HKE will not be explained.

activities are performed (Bolton 2002:11). Alternatively, the constant growth of HKE is noticeable with the fact that one-third of the Hong Kong population is now able to speak English (Jenkins 2003:136). Besides, Sankoff and Poplack (1981) argue that a large degree of linguistic competence in more than one language is required in code-mixing, as a verbal skill, so it actually indicates levels of 'bilingual competence' rather than 'deviant behaviour' (Poplack 1980:616). That is, code-mixing among Hong Kong people probably represents their proficiency in English. The functions of HKE in the SAR are thus considered as stable and clear to a certain extent.

From the perspective of status, HKE begins to attain international recognition in terms of linguistic distinctiveness and useful functions, as a helping force to promote the imposition of new standards and non-native speaker models of English. However, HKE has not yet achieved local recognition successfully. This is because HKE has been perceived to lack 'positive' recognition in 'local public discourse' (Joseph 2004:149) and among its speakers (McArthur 2005:62). The reason that HKE has not been widely accepted or even acknowledged by Hong Kong people (Jenkins 2003:137) may be due to its lack of a 'sound sociological basis [which is a] necessity for its autonomy as a [local] variety' (Li 2007:13). Conversely, Bolton (2003) argues that social change in the recent decade has shown the need for HKE to be positively recognised, while Joseph (2004:149) agrees with evidence that HKE is at an initial stage of developing its language status.

In terms of social change, the number and composition of the population in Hong Kong should be examined first. According to Tsui and Bunton (2002:57), approximately 96% of Hong Kong's population is Chinese. They show that there was a wider gap between the percentages of population indicating Cantonese as their usual spoken language than that for English in the 1993 sociolinguistic survey and in the 1996 By-Census. These figures demonstrated that Cantonese was undoubtedly wide spread in Hong Kong, and would naturally be spread further by the much larger proportion of the population; while the spread of English has slowed down and would be limited by the small proportion of the population. But Bolton (2003) sees the census figures of the past two decades in a different light. He argues against the above factors with five reasons (cited in Li 2007:13): First of all, there has been an increase of approximately 33% in forty years (from 1961 to 2001) in the number of Hong Kong people who claim to speak English as a usual or another language. This reflects

a huge growth in the use of English and a much higher demand for speaking English among Hong Kong people.

Secondly, Bolton (2003) states that there has been a trend for many Hong Kong households to employ a domestic helper who is able to speak English, from the Philippines and other countries like Indonesia. Given that the population of Filipino domestic workers in Hong Kong was approximately 170,000 in 1999 (Bolton 2002:43), it is likely to be higher than that nowadays. As Second Language English speakers, Filipino and Indonesian caregivers are found to have contributed to Hong Kong society linguistically by assisting middle-class children, whom they take care of, to grasp the skill of spoken English at an early age. Hence, it is common for the spoken English of very young Hong Kong children to be relatively fluent but carrying a Filipino accent (p.41). Therefore, these caregivers are a source of constant influx into the Hong Kong population, which should not be neglected, and will likely be a favourable factor for facilitating the Hong Kong younger generations to realise more varieties of World Englishes and so create the language status of HKE as the local variety.

Thirdly, Bolton (2003) argues that another influx of population favouring the development of HKE's language status is the considerable number of returnees from English-speaking countries after 1997, which includes emigrants securing foreign nationality/passports, and students returning after studying in an English-speaking country. What these people bring back to their home place is a realisation of differences in cultures and varieties of Englishes between Hong Kong and those English-speaking countries. Yet their attitude towards HKE can be extreme, as some may be open-minded towards this local variety whereas others may be immensely oriented to the native varieties.

Corresponding to the previous point, Bolton in his fourth point regards the communication between Hong Kong people and their relatives and friends in English-speaking countries as 'natural opportunities to use English' (Li 2007:13). This would be true only if their relatives and friends are completely innocent of Cantonese or Mandarin/Putonghua.

Bolton's fifth point is the extensive use of English by educated bilingual Hong Kong Chinese in electronic communication - such as emails, chat rooms, instant messaging (e.g. ICQ in the old days; MSN nowadays), and bloggings (e.g. Facebook,

Twitter); especially within those bloggings that started out in the U.S. and other English-speaking countries, there is a possibility that educated Hong Kong people may favour and follow the western style, and use English more frequently. Based on the above observations, Bolton (2003:116) believes that the necessary conditions for HKE to emerge already exist in the society. Yet other criteria like Hong Kong speakers' attitude towards HKE and governments' language policies largely affect HKE's recognition and its implementation into Hong Kong language curriculum, which will be discussed below.

## **2.2 Hong Kong speakers' attitudes towards Hong Kong English**

Speakers' attitude towards HKE matters to a large extent in HKE's recognition, which directly influences the implementation of HKE into language curriculum. Generally, Hong Kong people bear the historical background that they consider themselves as Southern Chinese rather than bearing a 'Hong Kong people identity'; similarly, they see Cantonese just as a dialect of the national language – Chinese (Joseph 2004:134). The same may have applied to the case of HKE, which gives details why HKE has not been reckoned as a new local variety of English but an 'erroneous' version of Standard English. This also helps explain the fact that bilingual Hong Kong Chinese are reluctant to use or switch to English entirely for intra-ethnic communication (Li 2007:13). However, Bolton (2003) argues that speaking English no longer gives Hong Kong people the feeling of 'un-Chinese', and the 'errors' in HKE perceived by local academics are actually 'localised innovated syntactic characteristics' of HKE (Li 2007:13). Furthermore, Hong Kong is unique in the sense that it acts for some purposes in its own "not-so-Chinese" way, while for most purposes it is directly connected with the rest of the world (McArthur 2005:61).

According to McArthur (2005), most Hong Kong people in the region have three common views about HKE: First, although Hong Kong used to be under British colonial influence, Hong Kong people acquire and use English as a global language due to 'pragmatic reasons' like business, technology and education, instead of 'cultural fascination' (p.61-62). This point is indeed a very true picture of Hong Kong people's mindset. Second, English in Hong Kong is always thought to be not well used, with Hong Kong people's belief that any local distinctiveness or expression must be bad; while people from other places including native speakers' countries



accuse Hong Kong people of lacking proper perception of the language (p.62). Corresponding to the above belief of HKE's distinctiveness being bad, Joseph (2004) disagrees by suggesting that 'the emergence of HKE' as such is actually the same thing as 'the decline of English standards in Hong Kong', claimed by Hong Kong people who were under the 'elite' English-medium education several decades ago, and have not experienced the transition from 'elite' to 'mass' English-medium education (Joseph 2004:147; Evans 2009). His examples of Hong Kong university students being unaware of their 'bad' English, or not intentionally 'improving' their English in the English Centre even if they are told how 'bad' their English is (p.149), point out what is contradictive among Hong Kong people's beliefs of HKE. McArthur's (2005:62) third point is that English is commonly said to be badly taught in Hong Kong because of Hong Kong teachers' unstable standard and knowledge of the language. Immediately, he resolves this view by saying it is a consistent phenomenon that English is 'the worst-taught language' over the world. This preserves the pride of Hong Kong teachers of English as well as eliminating the negative views of HKE.

Nonetheless, one of the biggest obstacles is the considerably low acceptability and negative attitudes among educationalists towards the autonomy of HKE, which directly affects the realisation of local HKE among the younger generations. This hinders the recognition of HKE as an autonomous variety. Referring to Tsui and Bunton's (2002) study, Hong Kong teachers who were non-native speakers of English showed a lack of confidence in local sources like textbooks and publications, and 'on their own authority over the language as English teachers' (p.74-75). As Jenkins (2003:137) puts forward, the term 'HKE' was completely absent in the responses from the teachers. In this way, Bolton's observation (2002:48-49) that HKE lacks a considerable amount of 'reference works' like dictionaries is explained. Thus, these local teachers of English and many other Hong Kong linguists are concluded to have perceived English as 'exonormative' (Li 2007:14). That is, they still believe in the axiom of native English being an 'externally-imposed' variety of the language (Bolton and Lim 2002:298), and they should refer to the 'appropriateness and correctness' of the native-speaking and especially British models of English (Li 2007:13). Regardless of HKE's potential of 'empowering local learners of English' suggested by World Englishes scholars (Li 2007:14), the low acceptability and negative attitudes among

Hong Kong educationalists, let alone parents, towards the recognition of HKE's autonomy have produced a certain degree of resistance in implementing HKE into the language curriculum. There is no doubt that official support from the HKSAR government is required for the implementation to succeed.

### **2.3 Governments' (language) policies affecting the structure of the Hong Kong language curriculum**

Even though the social changes favouring the development of the language status of HKE mentioned above have been taking place, the speakers' attitudes towards HKE are still a big concern. At the same time, the recognition of HKE's autonomy will probably not be free from the HKSAR government's hands. Unlike the language situation in Singapore, Malaysia and India, where English is used as the official and first language or the main lingua franca respectively (Tsui and Bunton 2002:57), Hong Kong is under the control of HKSAR government's language policy encouraging Hong Kong people to be trilingual and biliterate. English is much used in Hong Kong for written communication such as emails and business letters, while Cantonese is used as the main lingua franca for social, government and business communication; and Putonghua/Mandarin is used as the lingua franca for formal communication between the government and the PRC. Apparently, this language policy of HKSAR government has helped on the whole promote Cantonese and Putonghua more than English, and Standard English instead of HKE. This has been reflected in the controversial, first post-colonial educational language policy in Hong Kong announced in 1998 – the Medium of Instruction (MOI) policy (Education Commission 2005; Evans 2000, 2002, 2008).

This MOI policy introduced by the post-colonial HKSAR government in 1998 permitted only 112 schools to remain English-medium (namely EMI), while three-quarters of schools were forced to switch from English to Chinese as the medium of instruction (namely CMI) (Education Commission 2005; Evans 2000, 2002, 2008). The aim of the policy was to eliminate the traditional Cantonese-English mixed mode instruction, so as to 'ensure the consistent use of either English or Chinese as teaching media' (Evans 2008:483). To remain as English-medium, evidence had been provided by these EMI schools to demonstrate that their teachers, students and support structures had satisfied the requirements of using English as MOI effectively (p.484).

Yet this policy created two serious problems: First, most students had limited access to ‘valuable linguistic capital’, and thus their opportunities to use English as a mean for ‘educational and professional advancement’ were restricted (p.485-486). This caused inequalities between EMI and CMI students rather than helping structure equalities in the society (Lin 2005; cited in Evans 2008:484). Second, a discrepancy was created between the policy and the practice in EMI schools – Cantonese and Cantonese-English mixed code dominated daily oral communication, though the medium of teaching materials, assignments and examinations was continuously English (Evans 2008:485). Evans’ studies reveal that teachers in EMI schools had made great effort to satisfy the English-only immersion, while they still switched to Cantonese for particular purposes which facilitated the teaching and motivated the students consistently. Hence, the language learning experience provided in EMI schools generally failed to meet the requirement of the English-only immersion programme created by the policymakers (p.495). Not long after Evans’ (2008:495) prediction, the HKSAR government announced the failure of this ‘unrealistic, impracticable and pedagogically undesirable’ MOI policy as a result of the ridiculously strict government enforcement. Moreover, if teachers are going to keep using Cantonese-English code-switching, then why not introduce HKE to the classrooms in the same sense?

As a remedy for the failure of the MOI policy, the HKSAR Government announced in May 2009 the implementation of the arrangements for fine-tuning the MOI which are to take effect from the 2010/11 school year, starting at Secondary 1 and progressing from junior secondary levels (Secondary 1 to 3) to senior ones (Secondary 4 to 6) (Education Bureau 2010). To achieve the goal of “upholding mother-tongue language teaching while enhancing students’ proficiency in both Chinese and English”, the fine-tuning arrangements of MOI claims to help schools work out their MOI arrangements at junior secondary levels with greater flexibility (p.4). Thus, all secondary schools nowadays may choose to adopt EMI for non-language subjects as long as they fulfil the three prescribed criteria as recommended – students possess the ability to learn while teachers possess the capability to teach through English, and schools ensure that adequate support measures are in place (p.7-8). As for schools that choose to adopt CMI, their percentage of total lesson time (excluding the lesson time for the English Language) allowed for extended learning

activities (ELA) in English have been increased to a uniform 25% throughout the three junior secondary levels (p.8). Schools should devise the teaching modes of ELA depending on teachers' capability to teach through English; that is, schools should plan and either advise the teachers to use EMI during the ELA time to go through non-language subject concepts and contents, or transform the ELA time into the adoption of EMI into a maximum of two subjects (p.8). Although the goal of these fine-tuned arrangements of MOI is rather ambiguous, and it is doubtful whether these arrangements are able to strike a balance between teachers' usage of Cantonese for teaching and the enhancement of students' proficiency in Chinese and English, these arrangements do in principle provide a 'greater flexibility' for schools 'to enrich the English language environment and to enhance opportunities for students to use and be exposed to English' (p.7).

Along with the launching of the '3-3-4' education policy, the latest guidelines on the English Language curriculum and assessment for senior secondary levels (Secondary 4 to 6) were built by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) in 2007. Aiming at giving suggestions and models 'to promote effective learning, teaching and assessment practices, to help schools and teachers plan, develop and implement their own school-based senior secondary English Language curriculum' (CDC and HKEAA 2007:1), these guidelines allow potential space for English Language teachers to add new elements into the curriculum under the suggested list of modules and units in both compulsory and elective parts. It is indeed possible for HKE to be implemented into the English Language curriculum as a new topic related to the languages and cultures in Hong Kong or even a module and unit.

In addition, the constraint from the PRC government should not be neglected. Since 1997, the PRC government has been issuing substantial influence over HKSAR to maintain its political status as the mother country, while preserving the high degree of autonomy of HKSAR. Recognising HKE as a local variety of English in Hong Kong would represent a kind of Hong Kong people's identity, different and independent from the PRC, which would consequently be prone to the interference of the PRC government as their preference would undoubtedly be 'to win Hong Kong hearts and minds to Beijing's definition of Chineseness' (Joseph 2004:154). However, what the PRC government still requires from Hong Kong is for it to maintain its

international image and to remain at a superior position with its well-established financial system and people's proficient Chinese-English bilingual or multilingual skills as advantages.

Meanwhile, the rapid development of PRC has earned itself an increasingly important status in the world, and as such the PRC government seems to have altered its foci. On the one hand, the hosting of the Olympic Games in Beijing, in 2008, has evidentially triggered a certain degree of improvement in Chinese people's English for international purposes. As Li (2007) suggests, linguists, in line with the ideas of World Englishes and English as a Second Language (ESL), and the teaching professionals in China are actually in favour of developing China English as a localised norm of English replacing the native-speaker model. If this development of China English gets remarkable results, it would very likely be a motivation for HKE to achieve local recognition in Hong Kong. On the other hand, both the PRC and HKSAR governments have started to promote Chinese as an international language as well in recent years. This is evidently supported by the launching of new degree programmes of 'Chinese as an International Language' in many Chinese universities in the country. An increase in the importance of Cantonese and Putonghua in Hong Kong and Chinese in the world is predicted to be unavoidable, which will continue to be a big obstacle in enhancing the status and recognising the autonomy of HKE. The attempt to implement HKE into the Hong Kong language curriculum might therefore be hindered or even deserted.

## **2.4 Toward a sound curriculum of Hong Kong English**

If HKE is to be implemented into the Hong Kong language curriculum, there should be steps to go through. With particular reference to Li's (2007) proposal of a HKE curriculum, the beginning step should be to achieve the list of four language-learning goals as follows: (1) Maintaining speaker identity; (2) ensuring intelligibility in ELF communication; (3) developing a sense of ownership and pride in the localised variety; and (4) being equipped with Standard English as a prerequisite for life-long learning. The first three goals are categorised as speaking and listening-related, while the fourth goal is reading and writing-related (p.15).

Regarding Goal 1, the L2 (second language) learners of English should be expected to communicate effectively with people, whether they are L1 (first language)

or L2 users of English, without giving in their own L1 identity (Li 2007:14). In the case of HKE, Hong Kong learners of English would be expected to bear in mind their unique Hong Kong identity, while keeping the distinctive features and norms of HKE but not ‘conforming to native-speaker-based norms’ (p.14). This is considered a way to update the English Language curriculum in Hong Kong with the localised linguistic features (p.14-15). Yet this goal is under the condition that ‘a larger amount of’ research studies be done on codifying HKE with its features. This is to raise the awareness among local language teachers before a local standard of HKE can be created and the status of HKE can be improved. Whether the HKSAR government would support these research studies with sufficient funding is another issue for concern.

Goal 2 would expect the speakers to express their meanings to others through HKE with high intelligibility (Li 2007:15). This additionally requires the speakers to make use of some ‘hard-to-be-taught’ communicative strategies during the communication process (p.15). Even though it might be abstract to explain such communication strategies such as ‘speech accommodation and paralinguistic cues’ (p.15), while these would naturally occur in a mutual intelligible communication process, learners should appreciate more the chance to be taught about these communication strategies. This goal is undoubtedly challenging, but research on intelligibility of HKE is taking a great leap forward rather than being at its ‘embryonic stage’ (p.15). This is supported by Kirkpatrick et al.’s (2008) investigation into the intelligibility of the English of educated Hong Kong speakers whose L1 is Cantonese (p.359). They give reliable evidence that the observed speakers’ HKE is highly intelligible or comprehensible in international contexts with multilingual varieties of English which are represented by Singaporean and Australian groups of listeners in the experiment (p.360-374). Even so, it would be helpful to get more listening results from a wider range of places, especially Europe and Africa, where people are more likely to be unfamiliar with the Hong Kong accent or pronunciation in English (p.374). To increase social acceptance of HKE as a local variety of English that can be introduced into the language curriculum as a module or unit before becoming a classroom model for Hong Kong multilingual learners, examining the English of well-trained teachers in Hong Kong is believed to be the next research focus (p.375).

Considering Goal 3, speakers would be expected to be proud of and confident in their local variety of English – HKE (Li 2007:14). This goal links with or in condition of Goal 1, because speakers would always have to realise their identity before a sense of ownership and pride of their local variety of English can be successfully developed. Teachers' beliefs, in which linguistic features of HKE are seen as 'non-standard' and 'errors in need of correction', have to be altered. The main strategy to achieve this is to raise Hong Kong L2-English learners' awareness of HKE as a local variety, implicitly and explicitly (p.15). The explicit way would be to incorporate several well-researched and noticeable linguistic features of HKE into the English Language curriculum; while the implicit means would be to convey to learners the message that different regional varieties that exist are as important as the native-speaker-based models under the teaching with non-native English-speaking teachers from different L1 backgrounds (p.15). The former would possibly be effective in the near future, but the latter might not be applicable under the current Hong Kong's Native/Non-native English-speaking Teacher system - local teachers of English most likely with L1 Cantonese/Chinese background are employed through the normal procedure, while any foreign qualified teachers of English, who do not own Hong Kong permanent citizenship and whether English is their L1 or L2, would be categorised and employed as native-English-speaking teachers (NET). As far as is known, each Hong Kong secondary school is allowed or employs for itself only one NET, and all other English teachers have L1 Cantonese/Chinese backgrounds. Thus, changes would have to be made by the government to put the implicit method into practice.

Finally, Goal 4 aims for learners to master 'the lexico-grammatical features of the written standard variety' of the native-speaker-based model of English for the purpose of 'absorbing all information in print or on the Internet' (Li 2007:14-15). Removing Standard English from the local English Language curriculum is certainly unwise, given that its usefulness is still obvious. With a similar view to Li's, the decision should be left to the learners whether they want to abandon the Standard variety after acquiring the basics of it.

### **3. THE STUDY**

#### **3.1 Design**

The study reported in this thesis was designed to provide a profound understanding of the perceptions and comments of current Hong Kong English Language teachers towards: (1) the issues and previously suggested views of HKE; (2) their proficiency, confidence and variety of their own English; (3) their own school MOI policy; (4) their students' attitude to learning English; and (5) the proposal for implementing HKE into English Language curriculum. The information about perceptions and views towards HKE was derived from a questionnaire survey of a sample of 12 local teachers who are currently teaching English Language in any local secondary school. They were required to give some background information such as decade of birth, duration of teaching in secondary schools and experience of studying abroad and learning about HKE, and to rate in a 5-point-scale their agreeability of and comment on some questions, quotes or ideas generated under the five categories mentioned above. The aim of this study was to find out what the obstacles and potentials are for the proposal of implementing HKE into English Language curriculum by knowing more about the conceptions of local secondary school English Language teachers towards HKE as a whole.

#### **3.2 Participants**

The participants of the questionnaire survey<sup>4</sup> of this study were 12 secondary school teachers from Hong Kong, who fulfilled the two compulsory conditions: being a Cantonese-English bilingual whose L1 is Cantonese while L2 is English; and currently teaching English Language in a Hong Kong secondary school. They were represented by 'P1 to P12' in order to preserve anonymity. There were 9 female and 3 male participants<sup>5</sup>. 9 participants were born in the decade of the 1980s (i.e. currently in their 20s) and had 1 to 5 years of English Language teaching experience in local secondary schools; 2 were born in the 1970s (i.e. currently in their 30s), one of these had 10 to 15 years of English Language teaching experience in local secondary

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<sup>4</sup> See Appendix B.

<sup>5</sup> See Figure 1 in Section 3.4.1.



schools, whereas the other had 15 to 20 years of such experience; only one participant was born in the 1960s (i.e. in her 40s) and had 15 to 20 years of English Language teaching experience in local secondary schools<sup>6</sup>. As for the highest academic qualification achieved or being undertaken<sup>7</sup>, 2 participants achieved an undergraduate bachelor degree which should be a 4-year-double degree combining a Bachelor of Arts and a Bachelor of Education in English Language as the basic requirement of being a local secondary school teacher; 7 participants achieved the Postgraduate Diploma of Education in English Language for Secondary Education or a taught master degree; and 3 participants achieved or were undertaking a research degree. These all ensured that the participants had sufficient knowledge and experience of English Language teaching, and a good understanding of the previous and current Hong Kong educational language policies, which helped to produce good quality responses and comments for the questionnaire.

### 3.3 Data collection

The data were collected by means of a questionnaire survey which was saved as a Microsoft Word file and sent to the 12 participants along with extra instructions through emails. Before attempting to do the questionnaire, all participants were required to sign and date a consent form for agreeing to participate in this study. They were also reminded to answer all questions without leaving any blanks and then to return the completed questionnaire through email within five days.

The questionnaire contained two parts with 25 questions in total: Part I contained 15 questions in which participants were asked to provide some background information, such as sex (Q1), decade of birth (Q2) and the highest level of education being undertaken or already achieved (Q3). These questions aimed to familiarise the participants with the questionnaire, while the latter two would give us a clue whether participants were taught under 'elite' or 'mass' English-medium education that would affect their perceptions towards non-native-speaker models of English (Joseph 2004:147; Evans 2009). Questions, such as participants' experience of studying

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<sup>6</sup> See Figure 2 in Section 3.4.1.

<sup>7</sup> See Figure 3 in Section 3.4.1.

abroad (Q4) and learning HKE (Q5), duration of working as a local secondary school English Language teacher (Q8), varieties of English they thought they used in daily life (Q7) and taught (Q10), and the secondary levels of students they taught the language to (Q9), were asked in order to find out the influence of these factors on participants' perceptions towards HKE. Participants were also asked to rate their proficiency in English (Q6), and confidence in teaching the language according to the examination syllabus (Q11) as well as in distinguishing and explaining the different linguistic features/expressions between HKE and Standard English varieties (Q12). These self-evaluated ratings would show the participants' pride in their own language and teaching abilities. To elicit the participants' views towards the fine-tuning arrangements of MOI, three more questions about the MOI arrangements that the participants' school adopted (Q13), and the effectiveness of the arrangements in enhancing students' ability, confidence and motivation in learning English (Q14) as well as students' proficiency in English (Q15) were asked.

Part II of the questionnaire contained 10 questions which required the participants to rate their agreeability of and then briefly comment on: (a) the given quotes or ideas related to the issues of HKE extracted from different research studies and resources, and (b) the proposal for implementing HKE into the local English Language curriculum. The quotes used were about HKE expression being erroneous (Q16), teachers being critical towards local textbooks published in Hong Kong (Q17), Hong Kong people being unwilling to use English entirely among themselves (Q18) and their reasons for using English (Q20), and HKE being intelligible internationally and acceptable in local classrooms (Q22). Two follow-up questions about the overall attitude of participants' students towards using English (Q19) and the aim and motivation of these students in learning the language (Q21) were asked. Finally, the participants were required to rate their agreeability and briefly comment on the proposal for implementing HKE into the English Language curriculum as a topic, module or unit as a beginning step (Q23), codifying and researching more on HKE before holding public seminars on related topics for teachers and students (Q24), and equipping with Standard English as a prerequisite for learning HKE (Q25). All these questions aimed at directly eliciting the participants' perceptions and personal views towards the issues of HKE and the potentials and obstacles for HKE to be recognised locally and implemented into the language curriculum.

### 3.4 Findings and Discussion

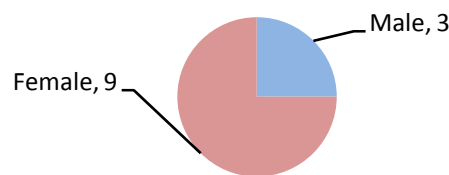
Since the questionnaire survey of this study aimed at collecting qualitative data rather than quantitative, the size of participants for the survey was small and the numbers in the result may not be significant. However, significant patterns are still observable, which help us understand more about the real situation of English Language teaching and learning and the teachers' perceptions towards HKE thoroughly. This section reports a general picture of the findings under 5 sub-sections: teachers' background and self-evaluation of their own English as general factors (3.4.1), teachers' perceptions towards the issues and previous beliefs of HKE (3.4.2), students' attitudes of learning English (3.4.3), the fine-tuned arrangements for MOI (3.4.4), and the proposal for implementing HKE into the English Language curriculum (3.4.5). Consequently, how these findings relate to the implementation of HKE into the English Language curriculum will be examined (3.4.6).

#### *3.4.1 Teachers' background and self-evaluation of their own English as general factors*

To find out the factors affecting the participants' self-evaluation of their own English, the participants' background information should be examined. As mentioned above in Section 3.2 and shown in Figure 1 below, there were three times as many female survey participants than male participants. Figure 2 shows that the majority of them were born in the 1980s and had 1 to 5 years of English Language teaching experience in local secondary schools, while only a few of them were born in the 1960s and 1970s and had 10 to 15 years and 15 to 20 years of English Language teaching experience. Undoubtedly, their age and duration of being an English Language teacher in local secondary schools are in a positive correlation. The participant born in the 1960s received secondary education under the 'laissez-faire' language policy in the 1970s when most students favoured EMI and ignored the Government's promotion of CMI without a clear policy; whereas the 2 participants born in the 1970s received secondary education in the 1980s and witnessed a gradual shift to a clear language policy of using Cantonese for basic education (i.e. from Primary 1 to Secondary 3) (Evans 2000:198-190). The majority of participants born in the 1980s received secondary education under the 'English and Chinese streaming'

education policy in the 1990s when the English secondary stream was quickly expanding (Evans 2002:105); and most of them experienced the sovereignty change of HKSAR in 1997 and might be affected by the MOI policy implemented in 1998. Whether these teachers' perceptions were influenced by the secondary education they received under different education policies, and influenced their self-evaluation of their own English, will be discussed later.

**Figure 1: The distribution of participants by sex**



**Figure 2: The distribution of participants by decade of birth and duration of working as a Hong Kong secondary school English Language teacher**

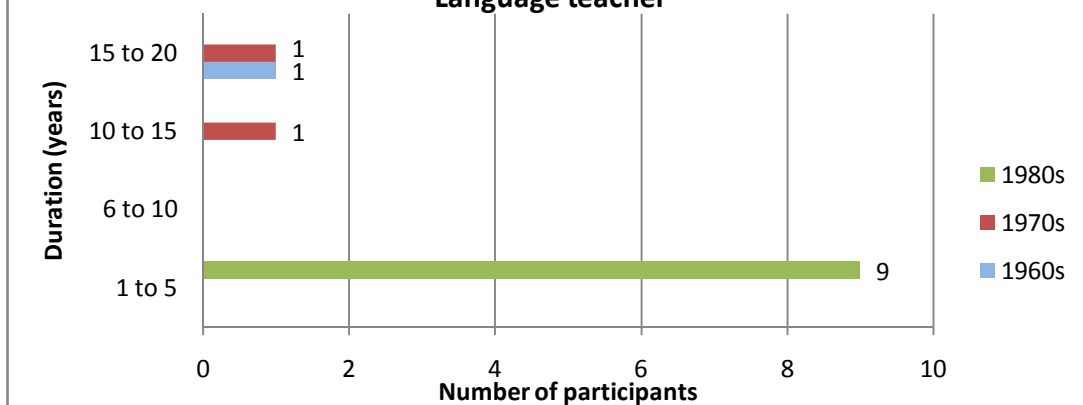
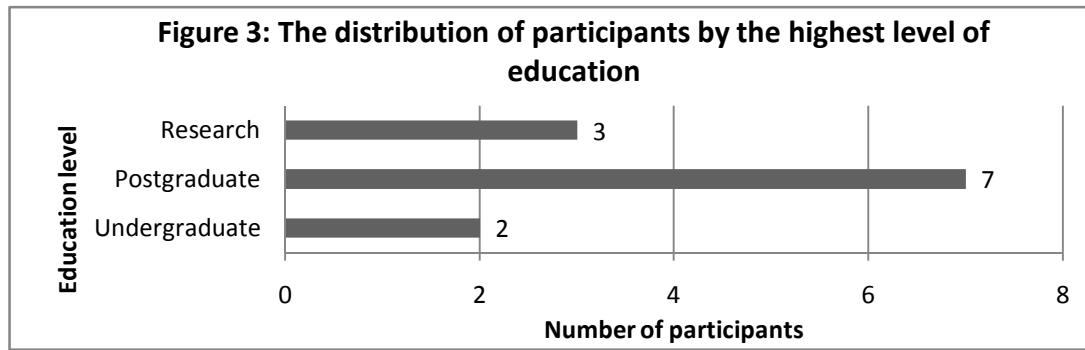


Figure 3 shows an expected result that most of the participants had achieved the Postgraduate Diploma of Education in English Language subject for Secondary Education (PGDE) which is a common way of being recognised by the Education Bureau as being qualified to be a secondary school teacher; a few of them had proceeded to a higher postgraduate or research level. 2 participants had completed their undergraduate degree which was likely to be a 4-year double degree combining a Bachelor of Arts and a Bachelor of Education degree. This kind of double degree is a new means of getting the qualification of secondary school teacher, provided by local universities and promoted by the Education Bureau in the recent decade.



Although all participants had good academic qualifications that are required to be a secondary school teacher, they lacked experience of studying abroad in an English-speaking country and exposure to different varieties of English. This is shown in Figure 4. More than half of the participants did not have any experience of studying abroad; another 4 participants had less than one year of experience training or attending an exchange programme abroad instead of purely studying for an academic qualification; only one participant studied abroad for two years. Figure 5 demonstrates that half of the participants had come across topics about World Englishes/HKE in university courses, one in a training course but not in depth, and the other 5 participants had not learnt about these. Thus, the participants' exposure to different varieties of English depended much on whether related topics and courses about World Englishes/HKE as well as study-exchange opportunities were provided by their university and training programmes.

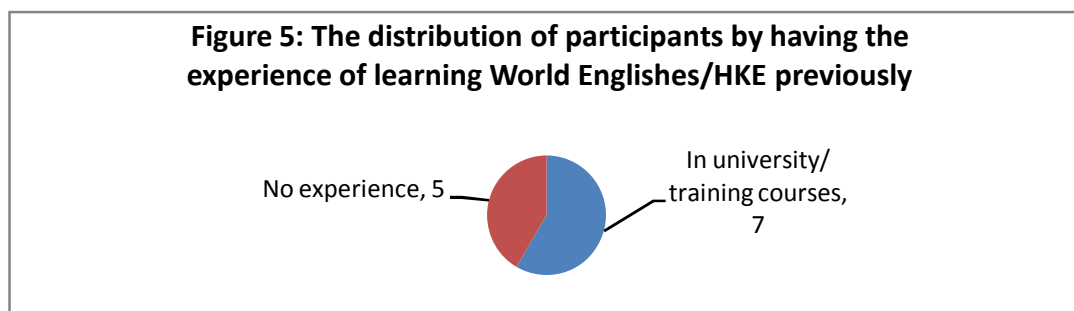
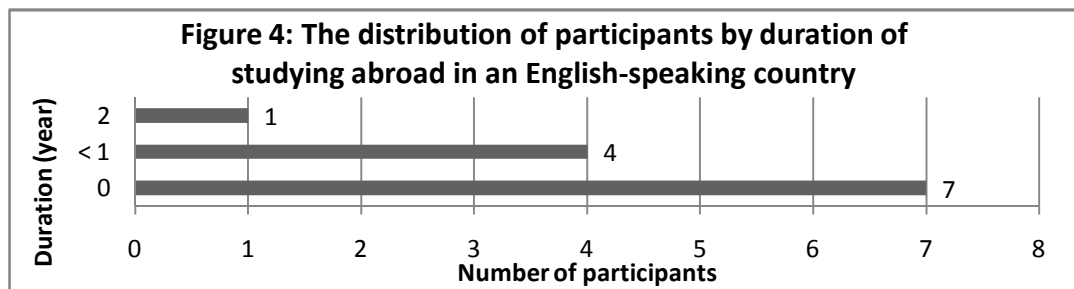
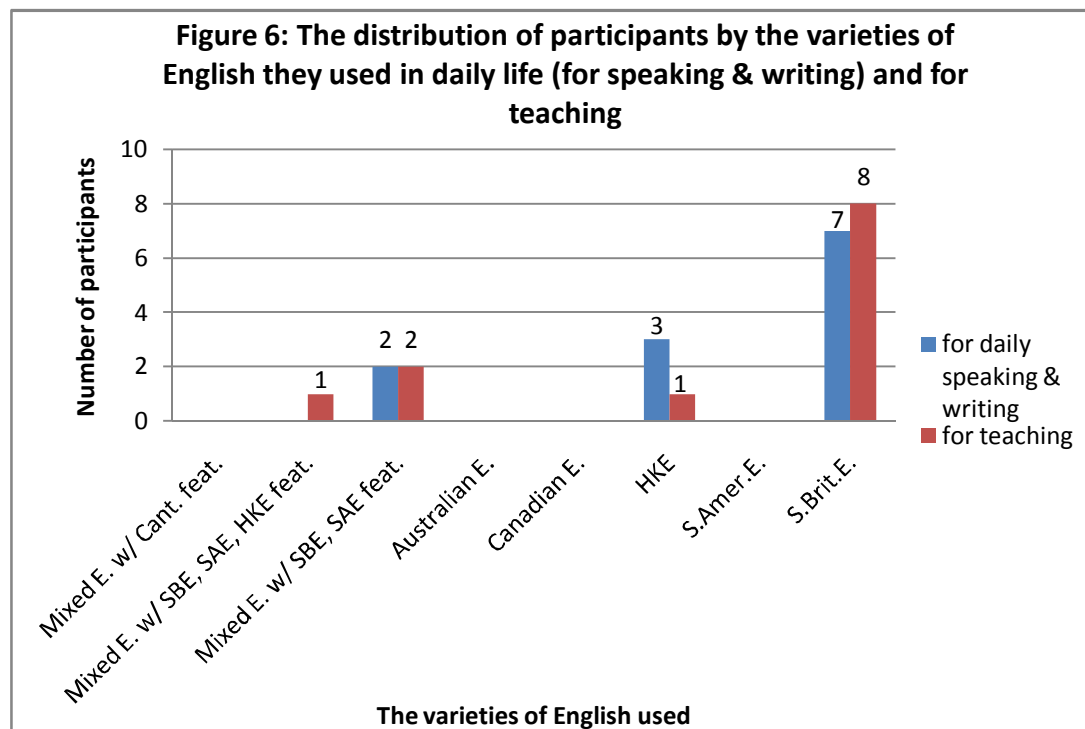
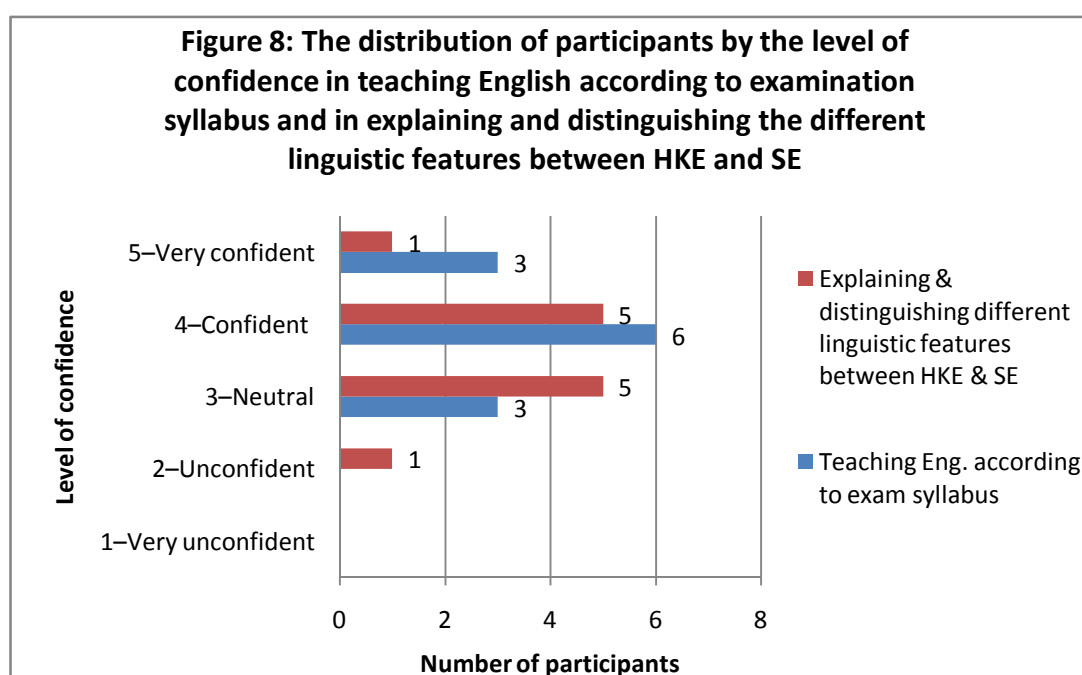
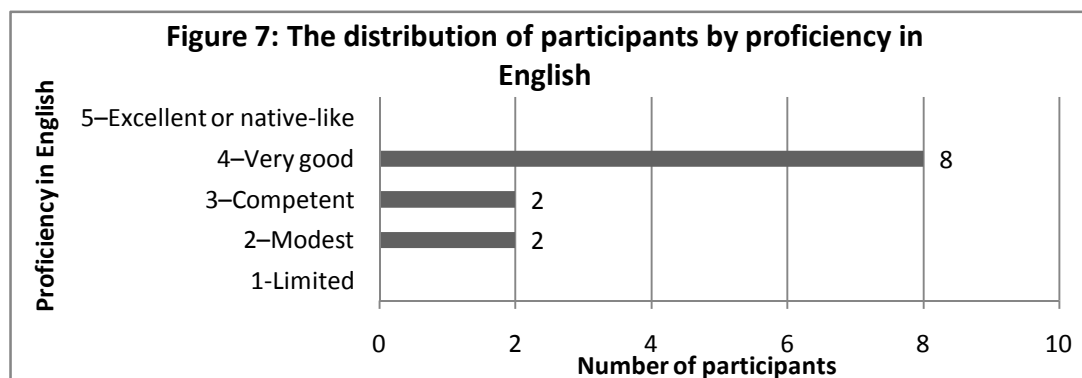


Figure 6 summarises the varieties of English the participants used for daily speaking and writing and for teaching. For daily life uses, 7 participants chose Standard British English as the variety they used, while 2 thought that they used a mixed variety of English with Standard British and American English features; surprisingly, 3 participants chose HKE as the variety they used in daily life. As for teaching, most of the participants opted for Standard British English while 2 chose the mixed variety of English with Standard Englishes features; only one participant kept the choice of HKE while another one switched to Standard British English and the other to a formal kind of mixed English with Standard Englishes and additional HKE features. No participants thought that their English for daily uses or for teaching contained Cantonese linguistic features.



With regards to the participants' self-evaluation of their level of proficiency in English, Figure 7 illustrates that a majority of them considered their English to be at a very good level; 2 were competent and only 2 were modest in English. Figure 8 summarises the participants' self-evaluation level of confidence in teaching English to students according to the examination syllabus and in explaining and distinguishing different linguistic features between HKE/other new varieties of English and Standard English. For the former purpose, the majority of participants were quite confident

while only 3 remained neutral. For the latter purpose, less than just half of them were confident, while 3 remained neutral and 1 was unconfident.



The data above suggests that whether the participants were older in age, had had a longer duration of being an English Language teacher, a higher academic qualification, undergone the English-medium and elite education, and studied abroad did not seem to affect the result of self-evaluation of their own variety of English used. These factors did not make the participants more conservative or more open-minded to HKE. The only factor which shows a noticeable influence on the participants' evaluation on the varieties of English they used, and limited their exposure to other varieties of English, is whether topics or courses of World Englishes/HKE were provided by their university or training programmes for them to learn. Hence, participants who gained knowledge of international/new varieties of English from

universities or teacher-training were more likely to think of themselves using HKE or English with HKE features, whereas nearly half of the participants who did not have such knowledge or experience described their choice of variety used as Standard British English no matter for what purpose.

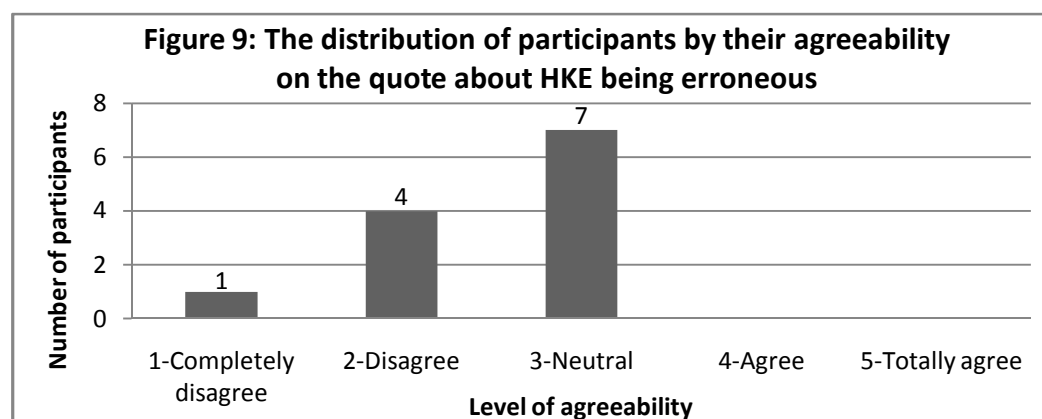
Even though participants evaluated themselves as proficient in English, they seemed not to realise the influence of Cantonese linguistic features on English and the possibility of HKE being ‘an interlanguage continuum’ (Joseph 2004:145) between Cantonese and English. Given that most of them tended not to recognise HKE as a new local variety of English, why would they admit to their usage of HKE or a mixed variety of English with HKE features, and pick these two choices over that of a mixed variety of English with Cantonese features? This contradiction reflects the participants’ lack of advanced (English) linguistic knowledge, which also explains why they were less confident in explaining and distinguishing to students the linguistic features between HKE or other varieties of English and Standard English as shown in their ratings. Thus, this supports Tsui and Bunton’s (2002) suggestion that Hong Kong teachers who were non-native speakers of English lacked confidence in handling the language as English teachers. Furthermore, these ratings on confidence reflect that participants’ English Language teaching focuses mainly on helping students to tackle examinations rather than helping students to improve their English by introducing the differences in linguistic features between different varieties of English or the two major languages in Hong Kong. It is highly possible that they taught students the language based solely on the examination syllabus without explaining further how and why the language is the way it is. If so, McArthur’s (2005:62) point that English is often badly taught in Hong Kong due to the unstable English standard and knowledge of the teachers would be supported.

### ***3.4.2 Teachers’ perceptions towards the issues and previous beliefs of HKE***

Some quotes or ideas were extracted from related research studies to elicit the teachers’ perception towards the issues and previous beliefs of HKE. Given the quote “...any distinctive Hong Kong [English] expression [is] by its very nature bad English [or an erroneous version of Standard English]” (McArthur 2005:62), Figure 9 shows that more than half of the participants remained neutral towards their agreeability on

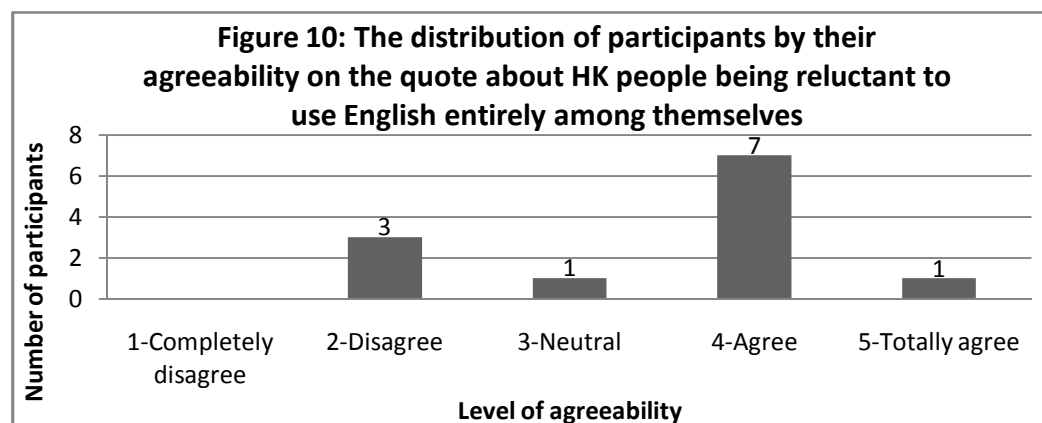


the quote, while 4 participants disagreed and 1 completely disagreed with it. All these participants felt that it is too negative to regard HKE expressions as naturally bad English. Those who remained neutral towards the quote thought that some HKE expressions are good, while some may be erroneous. Since HKE expressions are commonly used and known by local people, and learning these expressions can be a first step for students who are less capable at English to learn the language step by step, it was hard for them to define HKE as ‘bad’ English. Several participants who disagreed with the quote thought of HKE expression as a kind of culture that reflects the local usage; HKE should not be regarded as bad English when it serves the purpose of communication; and Participant 11 (P11) believed that HKE can be standardised if there are sufficient users of HKE. Only P1, who completely disagreed with the quote realised a big sociolinguistic phenomenon – a language or some features of a language are dominantly used by people with more power in terms of social status or qualification – which generates the conclusion that there is no good or bad language but the dominance by power of its users.

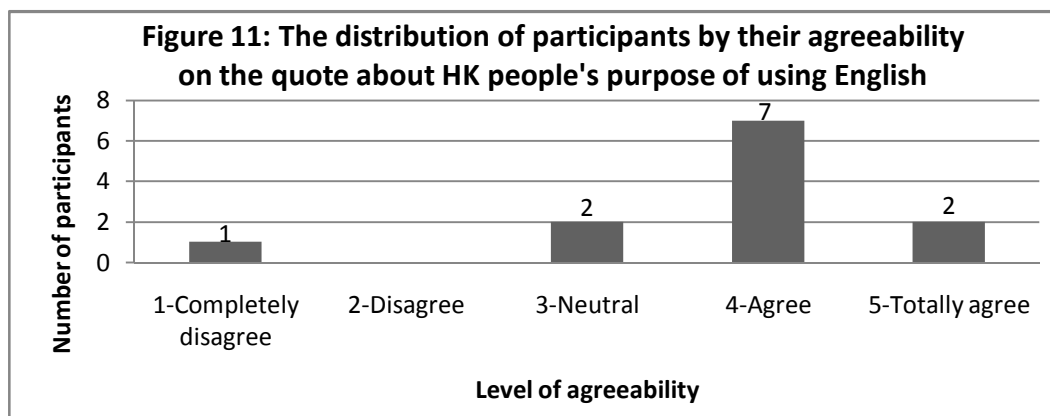


For the second quote, “Hong Kong people are reluctant to use or switch to English entirely, for intra-ethnic communication [in daily life]” (Li 2007:13), Figure 10 shows that one-third of the participants agreed with it, while 1 remained neutral and the other 3 disagreed with it. Almost all participants thought that it is normal and understandable for Hong Kong people whose L1 is Cantonese not to speak in L2 English entirely because it is unnecessary for them to do so in daily life if their interlocutors understand both Cantonese and English. They preferred Cantonese over English as it would be more comfortable and suitable for this situation. In another light, participants who disagreed with the quote were sensitive to the word ‘reluctant’;

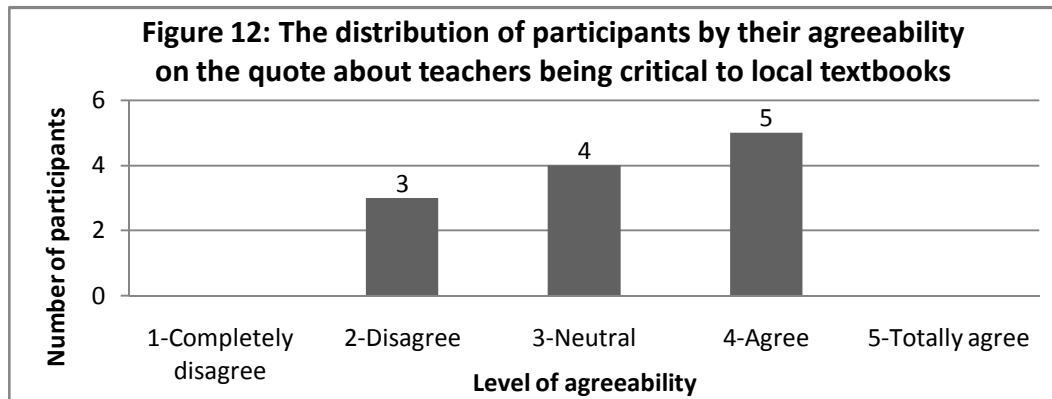
they strongly believed in local people's willingness and initiative to use English when communicating "with foreigners". P10 gave the example that taxi-drivers in Hong Kong who are not well-educated try their best to speak English to foreign passengers, which reflects the fact that local people's general usage of English depends largely on the necessity of the contexts.



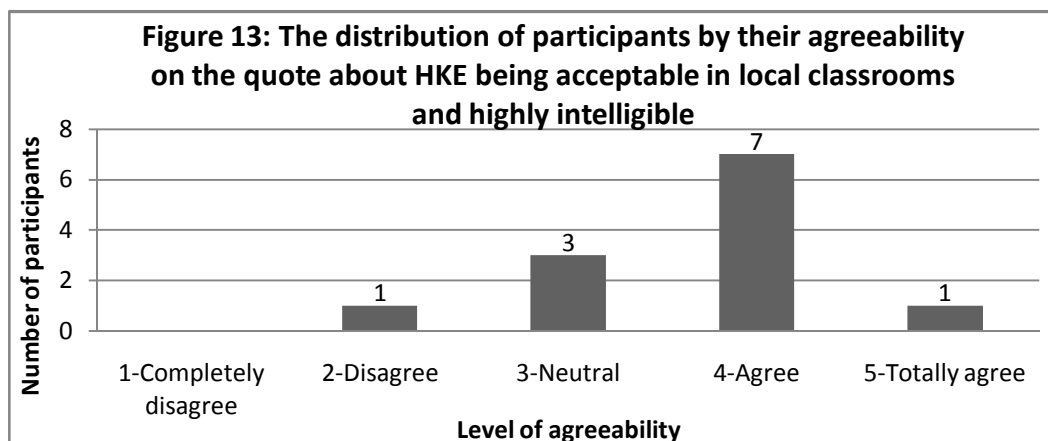
For the third quote, "according to McArthur (2005:62), Hong Kong people mainly acquire and use English for global purposes; they 'are not doing it out of love or cultural fascination (although such factors may be significant for some people), but... for pragmatic reasons like commerce, science, and technology'", Figure 11 shows that most of the participants (totally) agreed with it, while 3 remained neutral and 1 completely disagreed with it. Most of them confessed that many Hong Kong people learn English as L2 for pragmatic reasons like "examinations, further studies and vocational needs" before cultural reasons. This is particularly true among participants' students who learn English mainly for examinations and treat the language as a tool for their future study and career according to participants' observations. Participants who disagreed with and remained neutral to the quote believed that there are still 'some' people who learn the language 'out of love or [British] cultural fascination' (McArthur 2005:62), which means only a minority of local people are doing so. The content/stance of the quote was indeed not rejected but supported. These also bring out an image of Hong Kong people being "practical and realistic - looking for returns from what they invested, which also applies for the case of learning English" as described by P9.



For the fourth quote, “[teachers] were more critical and wary about the [local textbooks published in Hong Kong], which were also written by native speakers of English, [than the grammar and usage books and dictionaries published in native English-speaking countries, mainly Britain]” (Tsui and Bunton 2002:74), Figure 12 illustrates that 5 participants agreed with it, whereas 4 remained neutral and 3 disagreed with it. The latter 7 participants did not think that the nativity of authors and the origin of publishers of the textbooks are important factors affecting the quality of the textbooks. To them, the English standard and the quality of local textbooks are acceptable though there are mistakes occasionally. On the other hand, the participants who agreed with the quote revealed issues with local textbooks. P2 mentioned that “most of the local textbooks are only reviewed rather than being written by native speakers of English”, and he named a textbook published by Aristo, a local publisher, in which “the exercises were full of errors”. P4 and P5 would consider local textbooks as they are “specially designed” to suit the local students’ learning of English even though local textbooks are less authentic in language accuracy. Conversely, P7 considered textbooks written by native speakers as more authentic because they expose students to “different language patterns, slangs and some native expressions”. All these comments indicate that “teachers are critical to ‘all types’ of books” for the sake of students’ learning, as P10 believed.



Given the fifth quote, “according to Kirkpatrick et al. (2008:374), even though the English of Hong Kong speakers ‘may be influenced by their first language (L1) Cantonese’, this variety of English is indeed ‘linguistically acceptable as a model in the Hong Kong classroom’, as it is found to be ‘highly intelligible (comprehensible) in international contexts’”, Figure 13 shows that one-third of the participants (totally) agreed with it while 3 remained neutral and 1 disagreed with it. Among those who agreed with the quote, only P8 focused her comment on the context of local classrooms. She thought that it is unavoidable for students’ English to be influenced by L1 Cantonese, so junior students using HKE is acceptable. Yet this acceptance would be reduced gradually when they promote to high levels in order to increase their proficiency in the language. Several of them generally emphasised the purpose of language as communication - as long as messages can be delivered through HKE, HKE is acceptable; whereas P7 thought that HKE is acceptable as it is under the interlanguage influence which reflects a culture or a phenomenon of Hong Kong. Conversely, the remaining participants focused their comments sharply on HKE being a classroom model. P1 and P11 strongly believed that HKE should not be used as a classroom model; P11 tended to view HKE/“Chinglish” as errors that needed to be corrected, whereas P1 thought that popular standard varieties of English should be used in order to facilitate communication by minimising deviations across different varieties. Yet P5 doubted the intelligibility of HKE “to native speakers” and thought that some of HKE is appropriate for use but certainly not too much. P2 remained neutral because he could not judge, as a secondary school teacher, whether his students’ English is highly intelligible in international contexts. The participants’ comments towards this quote were divisive.



As illustrated by the data in this sub-section, the quotes or ideas on the issues of HKE used for elicitation above have reflected Hong Kong people's, or particularly, English Language teachers' perceptions towards HKE and the local situation of the usage and acquisition of English to some extent. In comparison with the stances in some quotes, the participants' stances as Hong Kong bilinguals and secondary school English Language teachers were generally moderate. Since their ratings of agreeability were conspicuously affected by the extremity of some quotes, the comments they provided are more reliable for showing how down to earth their teaching approach and local people's usage and learning of English Language in the society are. All participants chose to teach English for the sake of their students' future.

### 3.4.3 Teachers' perceptions towards students' attitudes of learning English

Regarding the second and third quotes in the previous sub-section (3.4.2), participants were asked two follow-up questions about their perceptions of their students' aims, motivation and overall attitude to learning English. All comments of the participants are very similar, and reflect the disappointing situation that the aim of learning English among students of the participants is largely or even solely for pragmatic reasons. This means students are basically learning English as a school subject to pass the required examinations. These students would "prefer spending much time on other non-language subjects" rather than language subjects especially English, as revealed by P1. Very few students learn English 'out of love and cultural fascination' (McArthur 2005:62). What many students of the participants have in

mind as motivation for learning English is the importance of getting a good result in examinations for English Language as “a token” for further studies and access to a bright career. As P3 suggested realistically, once the students have passed through the compulsory stage of attending examinations and have got a reasonable job, they would lose their initiative to improve their proficiency in English. P8 mentioned another reason for students’ lack of motivation in learning English which is that students also lack real-life opportunities to communicate with native speakers of English, and so they do not feel the necessity to use English.

The overall attitude of participants’ students to learning English seems to reflect a stereotyped thought of the language, as P2 commented – “some students feel English as a ‘superior language’ comparing with Chinese as English sounds more official and is widely used in business negotiation”. This feeling among students possibly separates them into two streams which fit well with the described attitudes to learning English between students in schools that adopted CMI and EMI, respectively. As described by P2, P5, P9 and P12, whose schools adopted CMI for all non-language subjects or most subjects, their students have relatively lower ability in learning English and lack confidence in using English in classrooms. The more these students feel English to be a superior language to their mother tongue, the less confidence they will have in using English regardless of the contexts. Thus, these students usually prefer to keep silent or to speak Cantonese rather than English in classrooms. Some develop an extremely negative attitude and become reluctant or refuse to speak English, or completely lose interest in using English. In contrast, as described by P6, P7 and P10, whose schools adopted EMI for all non-language subjects or most subjects, their students have higher learning ability and are competent and comfortable in using English. The more these students feel English to be a superior language to their mother-tongue, the more frequently they will practice their skills and usage of English in order to enhance their proficiency in the language. These students were found to be “willing to use English in campus” as well as when “facing foreigners”. Indeed, it is clear from the participants’ comments that most of their students try hard in English Language as a compulsory subject even though they may be forced to do so.

### 3.4.4 Teachers' perceptions towards the fine-tuned arrangements for MOI

After learning the participants' perceptions as a local secondary school English Language teacher towards issues or previous beliefs of HKE and students' attitudes to learning English, we now proceed to look at the effectiveness of the schools' MOI arrangements. Yet to make the results of participants' ratings on the effectiveness of their schools' MOI policy more convincing, participants were asked which secondary levels of students they taught. Figure 14 shows that slightly less than half of the participants were teaching students at Secondary 1, while slightly more than half were teaching at Secondary 2 and 3; half of them were also teaching at Secondary 4 and 5; and 3 were teaching at Secondary 6 while only 2 were teaching at Secondary 7. Notice that students who have just finished the 2009 to 2010 academic year in Secondary 4 will be the first batch of candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) after finishing Secondary 6 in two years under the latest '3-3-4' education policy, while students who have just finished Secondary 5 will be the last batch of candidates sitting for the Hong Kong Advanced Level of Education Examination (HKALE) after finishing Secondary 7 in two years under the old '5-2-3' education policy. All students at secondary levels below and including Secondary 4 have been taught according to the updated English Language curriculum and new examination syllabus, whereas students above Secondary 4 have been taught according to the previous syllabus. As shown in the pattern of participants teaching English Language to students at multiple secondary levels, all participants are believed to have been well-prepared for the critical transition and aware of the differences between the old and new education policies, and English Language curriculum and examination syllabuses for secondary education.

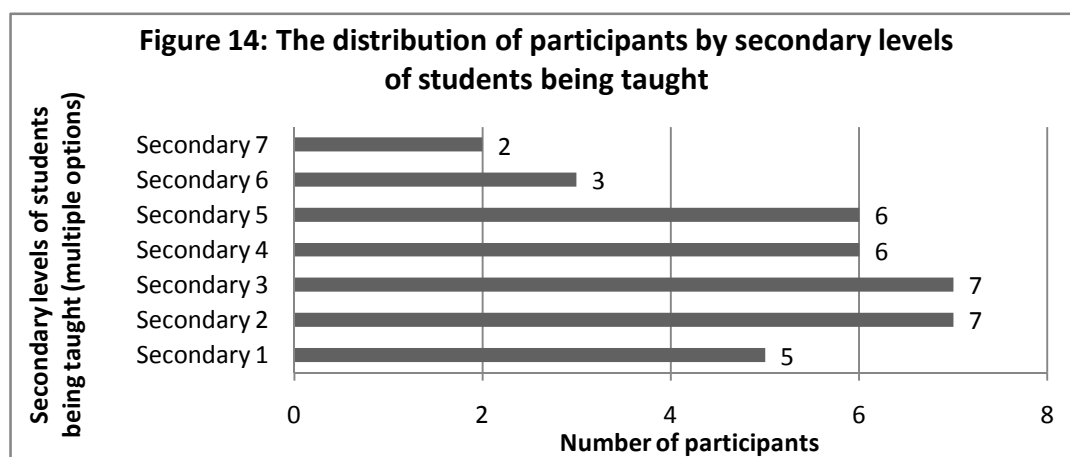
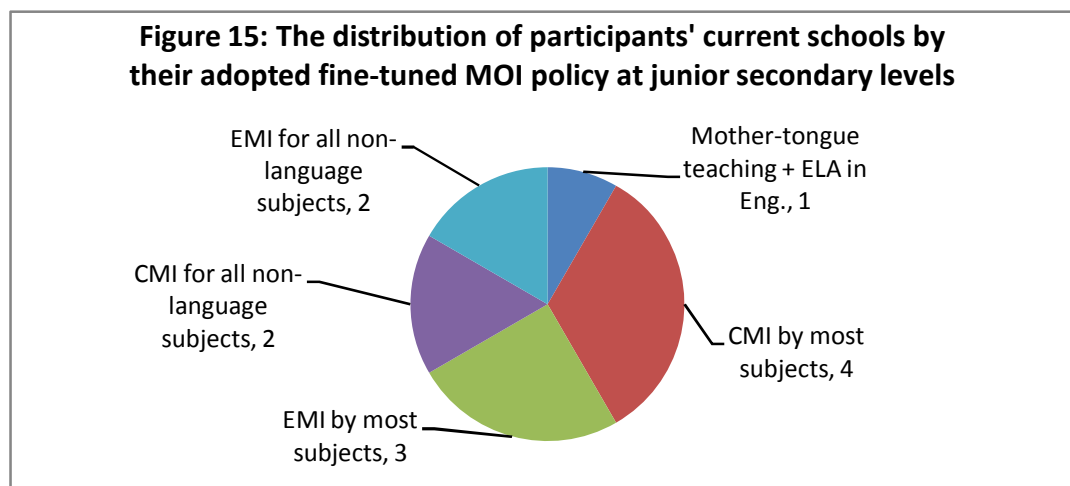


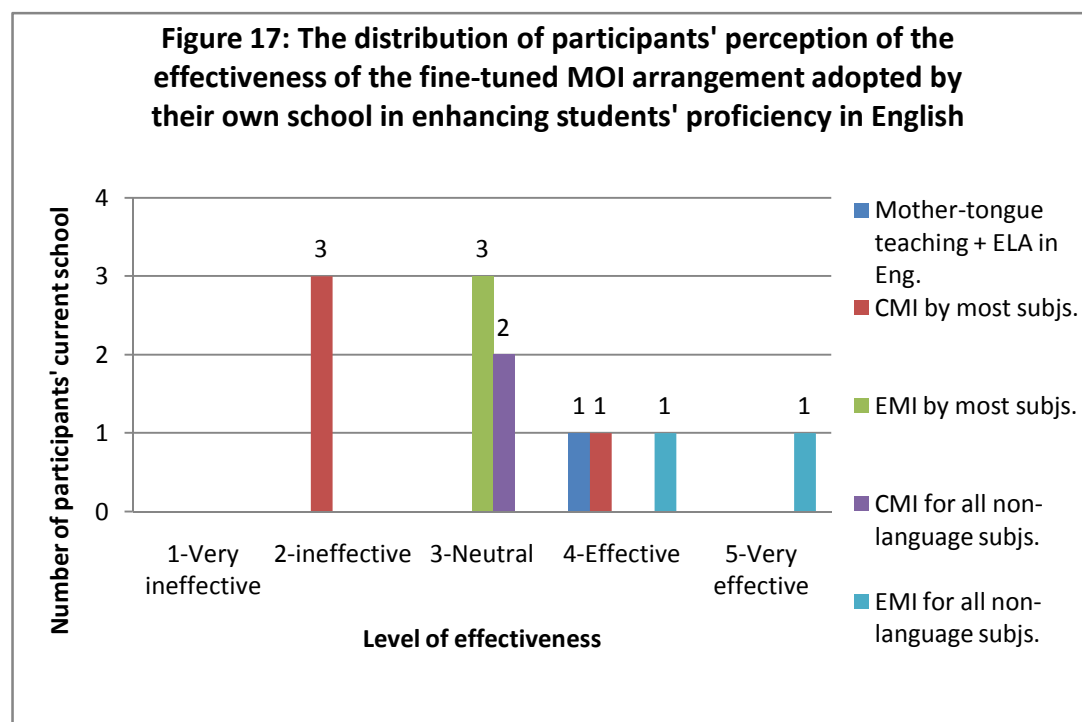
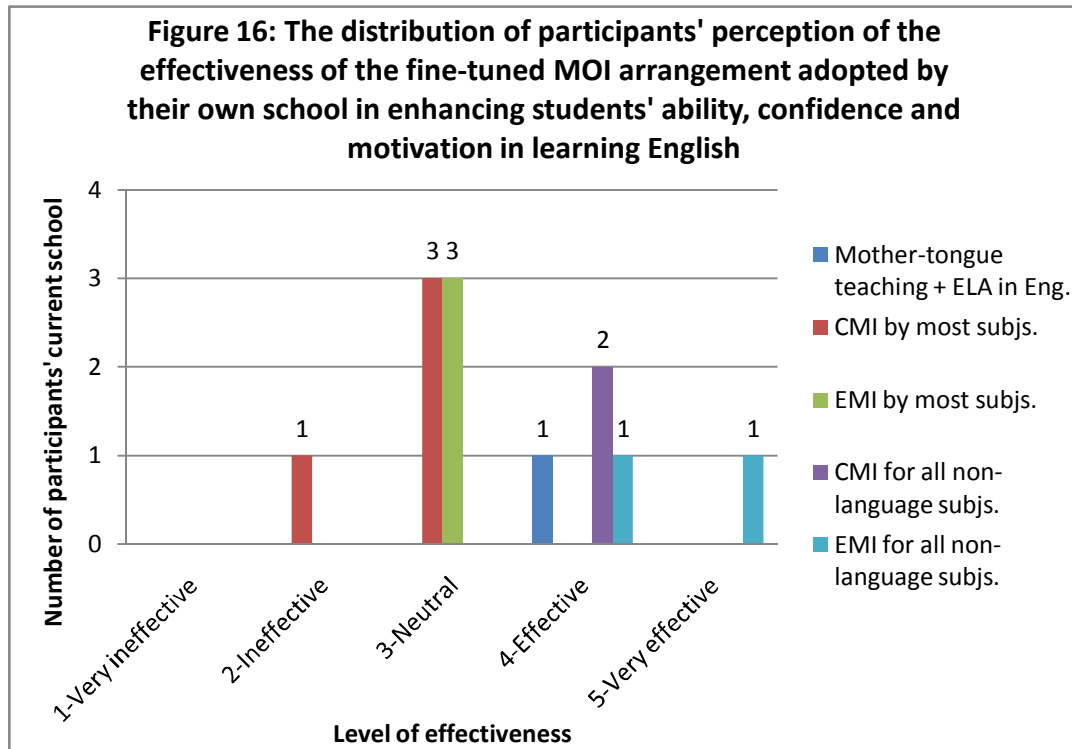
Figure 15 illustrates that half of the participants were working in schools which adopted CMI for most subjects or all non-language subjects. 5 participants were teaching in schools which adopted EMI for most subjects or all non-language subjects; and only 1 participant's school adopted the mother-tongue teaching with ELA in English.



With regards to Figures 16 and 17, participants whose schools adopted the two arrangements, EMI for all non-language subjects and mother-tongue teaching with ELA in English, rated their own school policies as (very) effective in the meantime for “enhancing students’ [ability], confidence and motivation in learning English” (Education Bureau 2010:5) and “enhancing students’ proficiency in [English]” (p.7). Participants remained neutral towards the effectiveness of the arrangement of EMI by most subjects adopted by their schools for achieving both goals. Participants whose schools adopted CMI for all non-language subjects rated their school policy as effective in achieving the former goal but neutral in achieving the latter goal. For participants’ schools which adopted CMI by most subjects, 3 participants rated this school policy as neutral and 1 rated it as ineffective in achieving the former goal; while 3 rated this policy as ineffective and 1 participant rated it as effective in achieving the latter goal. In general, several points can be concluded from evaluating these patterns: (1) half of the participants who remained neutral towards their school policies might be waiting for a more significant result before judging whether the arrangements are effective in achieving both goals; (2) it is presumed by most of the participants that whether CMI, EMI or mother-tongue teaching are effective in achieving both goals depends greatly on the academic ability or quality, initiative and

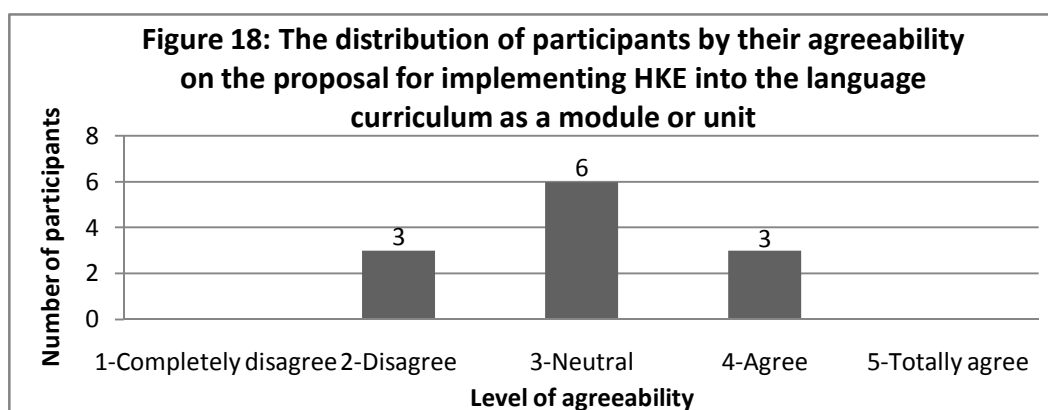


interests of students themselves; (3) participants sort of expected the difficulties in enhancing students' proficiency in English when they are not exposed to many subjects in English, and vice versa. These findings correspond to those reflecting the differences in attitudes to learning English between students from schools adopting CMI or EMI in Sub-section 3.4.3.

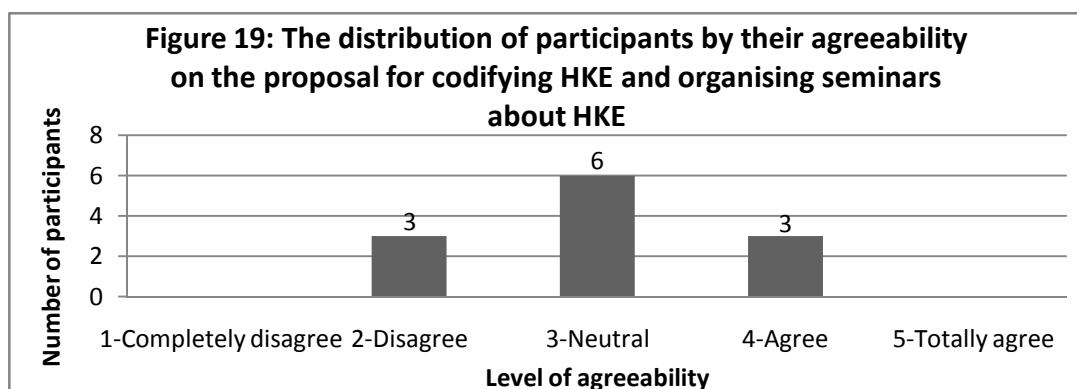


### 3.4.5 Teachers' perceptions towards the proposal for implementing HKE into the English Language curriculum

At the end of the questionnaire survey, participants were required to rate their agreeability and comment on the 3 main items within the proposal for implementing HKE into the local English Language curriculum under the given principle of “fulfilling the aim of Secondary English Language Curriculum (CDC & HKEAA 2007) to broaden the knowledge of secondary school students and ‘prepare them for further study, vocational training and work’ (p.9)”. Regarding the first item of the proposal (Q23) – HKE can potentially be implemented into the English Language classroom as a module or unit within the compulsory or elective part of the English Language curriculum at secondary levels to begin with, Figure 18 shows the participants' agreeability on the item. Half of the participants remained neutral to the item, 3 agreed while 3 disagreed with it. P5 and P11 who disagreed with this item did “not see the need to learn HKE in particular” because what they thought students should learn first is Standard English; when students' exposure to English increases and their learning of English improves over time, students would “internalise their English and produce HKE themselves”. P2 who disagreed with the item was concerned about the lack of international recognition of HKE as the requirement for implementing HKE into a formal curriculum, while P1 and P3 said it depended on how the syllabus and the module content of HKE would be set. P7, P8 and P9 agreed that the item is worth launching as it will be useful to “introduce students to different language use” and “to relate what they learn to their daily lives”. P8 especially agreed with HKE being implemented into the curriculum as a module or unit because she found students learn English better through situations and by themes.



For the second item of the proposal (Q24) - more research studies have to be done to codify Hong Kong English (i.e. to publish dictionaries, books and teaching material for HKE), followed by a series of seminars on HKE and EIL<sup>8</sup> topics for teachers, students and the public, in order to help develop a positive value and a sense of ownership and pride in the localised variety of English among them, Figure 19 shows the participants' agreeability on this. Half of the participants remained neutral to the item, while 3 agreed and 3 disagreed with it. Again, some participants who disagreed with or remained neutral to this item did not see the need or advantages for advocating HKE. Yet this variety can be kept as “a feature of Hong Kong culture”, or a topic “for academic research purpose” since “the general public does not care” about “developing a sense of ownership” of HKE as commented by P2. Others who tended to agree with this item did think that Hong Kong people should ‘develop a positive value towards HKE’ in order to make it widely recognised by the local public and the world regardless whether it would be implemented into the curriculum.

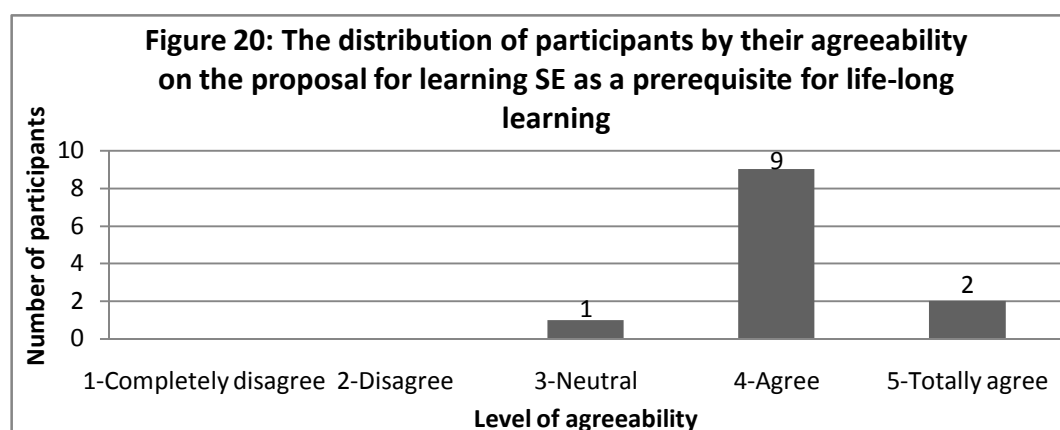


For the third item of the proposal (Q25) - while implementing Hong Kong English in secondary schools and developing students' knowledge of HKE, students would also be advised to be ‘equipped with Standard English as a prerequisite for life-long learning – to be literate in and conversant with lexical-grammatical features of the written standard variety in order to absorb all kinds of information in print or on the Internet’ (Li 2007:14), Figure 20 shows the participants' agreeability on this. Almost all participants particularly thought that students should acquire “Standard

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<sup>8</sup> EIL stands for English as an International Language.

English first” and to a reasonable level before they can develop their knowledge of HKE and other varieties. This point was supported with the following reasons: Firstly, many of them mentioned that “correct lexical-grammatical usage of the written standard variety” has to be kept as it enables the categorisation of the seriousness and quality of student’s work. Secondly, P1 and P11 believed that “Standard English is a common language” which facilitates students’ studying abroad and communication with people from around the world. In addition, P4 tended to consider the casual and brief style of conversation through online communication tools as a factor diminishing the written English standard. This data directly reflects the participants’ stances and views on the three items in the proposal for implementing HKE into the English Language curriculum.



### *3.4.6 Relating teachers’ perceptions to the implementation of HKE into the English Language curriculum*

Overall, the findings of my study show that Hong Kong secondary school English Language teachers as represented by the 12 participants demonstrated a low recognition towards HKE as a new ‘legitimate’ variety of English possibly replacing the standard ones as a classroom model. Nevertheless, these teachers’ acceptability was relatively higher towards HKE as a ‘local non-standard’ variety bearing local linguistic and cultural features and for communication purposes. Teachers’ accepting the latter status represented a sign of a developing sense of ownership of HKE with local features, which supports Li’s (2007) third proposed goal of implementing HKE into the language curriculum. Yet it is more important to identify the factors causing

the discrepancy between the acceptability/recognition of these two statuses of HKE because these factors are indeed the real obstacles that hinder the launching of the proposal for implementing HKE into the English language curriculum. Thus, four main factors have been generalised from the teachers' perceptions and comments: Firstly, it is undeniable that the vigorous competition in Hong Kong society creates enormous pressure for both teachers and students, which mould their characters to be practical and realistic in order to 'survive' in the society. As described by the teachers, the major aims for them and their students to teach and learn English respectively are to cope with examinations which facilitate students' further study and future career over international communication. The local teaching and learning of English as well as the syllabus of the English Language as a subject have unavoidably been very examination-oriented. Thus, HKE, which has no sufficient support of evidence proving its usefulness in helping local students' understanding and learning of English (for examination purpose), and low recognition within the local public, has been neglected by most Hong Kong people, let alone teachers and students.

Secondly, there was a lack of concrete and advanced linguistic knowledge of English among the teachers. As examined from the teachers' ratings and comments in the study, some of them showed that they did not recognise what HKE is exactly and what particular features and expressions HKE involves. This was basically due to an insufficient amount of reference works such as books, dictionaries and research studies about HKE for them to get knowledge from. Also, the teachers focused much more on their teaching skills and the syllabus set by the Education Bureau on English Language subject, so thorough English linguistic knowledge might not be required for teaching English to secondary school students and assessing students' English. Therefore, it was difficult for most of these teachers to realise the possibility of HKE as an initial means for students with weaker language ability to acquire English.

Furthermore, observing the teachers' background information, they generally lacked the experience of studying abroad for being exposed to real-life or natural usage of different varieties of English and for realising their own identity in a foreign country. Also, they lacked the opportunities to learn about HKE/World Englishes as not all of their university or training programmes in the previous decades provided such courses/modules. They mostly perceived English as 'exonormative' (Li 2007:14) and did not feel the need to build up a sense of ownership or pride for recognising

HKE as a local variety even though HKE is not necessarily an erroneous version of English to them. This conflicts with McArthur's claim (2005) that any special HKE expression is bad English. Therefore, the positive value of HKE and other non-standard varieties of English was not able to be delivered to the students by these teachers.

Similarly, it is reflected in the teachers' comments that Hong Kong students do not have many opportunities to be exposed to different usages and varieties of English in real-life contexts, as a consequence of the above three factors. Additional reasons would be the limitation in the number of NET, or teachers from other foreign countries, being employed in each local secondary school under the Government's policy, and the difficulty for schools to organise study-exchange programmes targeting their teenage students; both involve many problems and complicated procedures. These decrease the chances for students to learn about HKE and World Englishes. On top of this, Hong Kong students usually lack interest in learning languages especially English which is not their mother-tongue or L1. As described by the teachers, their students thought English was hard to grasp and they easily lost confidence when they failed to encounter English. This explains why most local students would prefer to put more time and effort into non-language subjects which they think are more useful than English Language that is made a compulsory subject in local secondary education. All these certainly restrain HKE from developing.

Concerning the effectiveness of the fine-tuned MOI arrangements adopted by the schools, the teachers' ratings indicate that the school policies of adopting EMI for most or all subjects were in general more effective than Mother-tongue teaching with ELA in English and CMI for most or all subjects in achieving the goals of enhancing "students' ability, confidence and motivation in learning English" and their "proficiency in English" (Education Bureau 2010:7). Undoubtedly, most of the teachers understood the principle in which the amount of subjects being taught in English, students' exposure to and practice of English and their proficiency in English are all positively correlated. While students from EMI schools are able to handle and use English well even if they lack the interest, the issue that most concerns teachers is predicted to be raising the interest and then the proficiency in English among CMI students who have comparatively lower ability in English Language and exposure to English (subjects). Given that every local school that adopted CMI is allowed an extra

25% of the total lesson time for each junior secondary level for ELA to be taught in English, teachers can fully utilise this ELA time to solve the issue. It may be a possible way to introduce HKE into the junior secondary classrooms as an MOI within the ELA time in order to help these students relate their mother-tongue Cantonese or Chinese to English. Students may find HKE more interesting as it contains local linguistic and cultural features/expressions that link what they study to their daily lives, which may arouse their interest in enhancing their English skills. It may also be easier for them to understand and revise the concepts of non-language subjects by using HKE. This is indeed a potential direction for the proposal of implementing HKE into the local language curriculum newly generated from the comments of some teachers who took HKE as a stepping stone for students' learning of English.

Complementing this potential direction is another direction proposed at the beginning of this study, which is to implement HKE into the English Language classrooms as a module or unit within the compulsory or elective part of the curriculum at all secondary levels. As examined from the teachers' ratings and comments, at least some of the teachers gave quite positive feedback to this item of the proposal, such as the observation that students learn English better "by modules, topics or themes"; whereas for others it would depend on how the syllabus for HKE would be set. Noticeably, the teachers who demonstrated a higher acceptability towards HKE were born in 1980s and received tertiary education in recent years. This data signals firstly that introducing HKE/EIL/World Englishes to university English Language students during university courses as well as to teacher-trainees during training courses is effective in increasing local acceptability of HKE as a local variety of English; and secondly, that there is indeed much potential space for HKE to develop and be implemented into local language classrooms in the near future.

Regarding the second item of the proposal that advises students be 'equipped with Standard English as a prerequisite for life-long learning – to be literate in and conversant with lexical-grammatical features of the written standard variety in order to absorb all kinds of information in print or on the Internet' (Li 2007:14-15), it is predictable that most teachers agreed with it. However, most of them have put their focus solely on English Language learning for the immediate present rather than life-long learning, and were particularly sensitive to the order of which variety of English

students 'should' acquire 'first'. There is no doubt that Standard English still has to be a prerequisite for the life-long learning of Hong Kong people while HKE is not yet widely recognised locally and internationally. Yet for students' English Language learning, it is better to keep a far-reaching approach. Although Standard English is unavoidably required among secondary students for examination purposes, whether students should acquire English through Standard varieties of English or HKE first has to depend on student's ability and motivation, which is another issue to be considered. As suggested in the previous paragraphs, the two directions for implementing HKE into the language curriculum target different groups of students: For secondary students who are more capable at learning English and are able to handle the linguistic features of Standard English up to the required level, it would be good to expose them more to different varieties and usages of English as well as to start introducing HKE as the local variety in order to further enhance their knowledge in English linguistically and culturally. For secondary students who are less capable at learning English and lack interest in English, HKE can possibly be used as an interlanguage to help them relate L1 Cantonese/Chinese to L2 English, and as a local variety with distinctive Hong Kong features closely linked with their daily lives in order to raise their interest and motivation in learning the language for the future. Both directions actually complement each other and would suit the needs of different kinds of secondary students in fulfilling the curriculum's aim of broadening the students' knowledge and preparing them for future study and careers (CDC & HKEAA 2007).

In order to help develop a positive value and a sense of ownership and pride in HKE and to launch the proposal for implementing HKE into the local language curriculum, a much larger amount of research studies has to be done as a prerequisite. Generalising the comments of the teachers and the ideas of World Englishes researchers, these research studies have to achieve the following aims: (1) to explain in detail the highly noticeable distinctive linguistic features of HKE; (2) to find out the intelligibility of HKE to people from the biggest native-English countries like the U.K., U.S.A. and Canada, and from other European and African countries where English is used as an additional language, as a continuation of the previous research (Kirkpatrick et al. 2008); (3) to prove with evidence whether HKE as a local variety of English helps students relating L1 Cantonese/Chinese to L2 English and enhance



their proficiency and motivation in the learning of English; and (4) to attempt to draft teaching materials and syllabuses of HKE for secondary English Language curriculum. After gaining some reliable results from these research studies, a series of seminars can be held to introduce HKE's distinctive features and functions as well as EIL topics for university students, especially for potential language teachers, current teachers, secondary students and the public. With a sufficient amount of research studies, codification of HKE can thus be done - dictionaries, books and teaching materials for HKE can be published for the general public.

It is already noticeable that topics or modules about HKE/EIL/World Englishes have been included into more university or training courses. Simultaneously, many secondary schools and universities are organising study-exchange programmes and overseas internships for secondary school teachers, students and university undergraduates, respectively, which are mostly subsidised by the Government. With the support of educational institutions like the City University of Hong Kong, which has the strategy goals of 'improving English language teaching to maximise both its effectiveness and the benefits to students' and 'actively reaching out to increase local and overseas... opportunities to enhance the international experience of students... over the next five years' (City University 2010:24-25), the above two trends that favour HKE's development and recognition will probably grow in the coming years.

As long as the measures suggested above can be done, the obstacles would be minimised, and teachers and the Government would be convinced of HKE's authority. This is when the implementation of HKE into the Hong Kong language curriculum would be carried out.

#### **4. CONCLUSION**

In sum, this thesis investigates the obstacles and potentials for HKE to be locally recognised and implemented into the English Language curriculum in Hong Kong. A number of related research studies are found to have presupposed that the real emergence of HKE can only take place on condition that Hong Kong people develop a sense of local identity within the English Language itself and recognise the linguistic distinctiveness of HKE. This is believed to happen only if and when Hong Kong teachers come to recognise the 'errors' in the English of their students as a

distinct Hong Kong identity expressed in the language (Joseph 2004:161). However, what most previous studies have neglected but is now proposed by this thesis is to seek potential space ‘within the structure’ of the English Language curriculum and current educational language policy for implementing HKE directly into the language curriculum, which is instrumental in helping the development and recognition of HKE. Thus, a study is conducted for this thesis to look in detail at the perceptions of current Hong Kong secondary school English Language teachers towards issues of HKE in order to explore the obstacles and potentials for HKE to be implemented into the local language curriculum.

Part 2 reviewed some background information to the study. The four main aspects concerning the implementation of HKE into the local language curriculum were discussed. The first aspect (Section 2.1) mentioned how HKE gains international recognition as a new localised variety of English in Hong Kong through achieving criteria like distinctive linguistic forms and functions, but lacks local recognition due to its under-developed language status and the lack of sociological basis. The influence on the linguistic situation in Hong Kong by the most obvious social change – the composition of the population in Hong Kong in recent years which includes the groups of overall English-speaking population, domestic helpers from the Philippines and other countries, and returnees from English-speaking countries – was examined. The second aspect (Section 2.2) stated the average attitudes towards HKE among different groups of Hong Kong people including general Hong Kong bilingual Chinese, language teachers and other educationalists as suggested by researchers and linguists previously. Most Hong Kong people were said to have lacked a proper perception and linguistic knowledge of English (McArthur 2005) and a reasonable amount of reference works about HKE to refer to. These have produced resistance to launching the proposal for the implementation of HKE into the language curriculum. The third aspect (Section 2.3) discussed the impact on HKE’s development, recognition and implementation into the language curriculum by the following policies and plans: the ‘trilingual and biliterate’ language policy, the failed MOI policy under the old ‘5-2-3’ education system, and the fine-tuned arrangements of MOI under the new ‘3-3-4’ education policy established by the HKSAR Government; the national PRC Government’s ambitious plan for increasing the importance of the Chinese language in Chinese provinces and the world, and the new development of

China English (Li 2007) favoured by Chinese World Englishes researchers and educationalists. The fourth aspect (Section 2.4) evaluated Li's (2007) proposal of the four language-learning goals as the beginning step to create a potential HKE curriculum. These goals take account of the speaker identity, the intelligibility in ELF<sup>9</sup> communication, the sense of ownership and pride in the localised variety, and the role of Standard English as a prerequisite for life-long learning; all of which require the co-operation and motivation of local language/English teachers, linguists and the HKSAR Government to nurture the learners' knowledge of HKE.

Based on the above background information, Part 3 reported and discussed the findings of the study conducted through a questionnaire survey which contained 25 questions eliciting the perceptions of 12 current Hong Kong secondary school English Language teachers towards the issues and previously suggested views of HKE and the items of the proposal for implementing HKE into English Language. All participants fulfilled the conditions of being a local L1 Cantonese and L2 English bilingual, and currently working as an English Language teacher in a Hong Kong secondary school. They were asked to provide some personal background information before rating their agreeability and commenting on the quotes or ideas extracted from some previous research studies about HKE. Sub-section 3.4.1 reported and discussed the participants' background and self-evaluation of their own English as general factors affecting the recognition and implementation of HKE. Despite observing notable differences among the participants such as age, duration of teaching English Language, academic qualification and experience of studying abroad, it was whether participants were taught about topics of World Englishes/HKE in their university or training courses which was found to be the most influential factor affecting their evaluation on the varieties of English they used, and limiting their exposure to other varieties. Also, the participants' lesser confidence in explaining and distinguishing to students the linguistic features between HKE or other varieties of English and Standard English reflected their lack of thorough linguistic knowledge of English/HKE and the examination-orientation of their English Language teaching. Sub-section 3.4.2 reported and discussed the participants' perceptions towards the issues and previous

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<sup>9</sup> ELF means English as a Lingua Franca.

beliefs of HKE, such as HKE being erroneous (McArthur 2005), Hong Kong people being reluctant to use English entirely among themselves (Li 2007), their purpose of using English being pragmatic (McArthur 2005), Hong Kong teachers being critical towards local textbooks (Tsui and Bunton 2002), and HKE being influenced by Cantonese linguistically, highly intelligible and acceptable in the local classrooms (Kirkpatrick et al. 2008). The participants' stances towards these beliefs of HKE were generally moderate, and the practicality of their teaching approach, usage and learning of English was reflected in their comments. Sub-section 3.4.3 reported and discussed the participants' perceptions towards students' attitudes to learning English. Students were described as learning English mainly for examination purposes as an access to further study and future career. Most students lack interest in learning English but try hard to study the language as a compulsory subject, while some were observed to be willing to speak in English on campus and when facing foreigners. Sub-section 3.4.4 reported and discussed the effectiveness of the fine-tuned MOI arrangements adopted by the participants' schools in enhancing students' ability, confidence and motivation in learning English, and students' proficiency in English (Education Bureau 2010). The participants thought that whether CMI, EMI or mother-tongue teaching is effective in achieving both goals depends much on the academic ability or quality, initiative and interests of students themselves. They seem to have expected the difficulties in enhancing students' proficiency in English as students are not exposed to many subjects in English. Therefore, the arrangement of using EMI for most or all subjects was undoubtedly more effective in the participants' mind for achieving both goals. Sub-section 3.4.5 reported and discussed the participants' perceptions towards the three items in the proposal for implementing HKE into the English Language curriculum. Although most of them have not yet agreed on the proposal for HKE to be implemented into the curriculum as a module or unit and being codified and organised as topics for public seminars, some comments showed a positive value towards HKE. They noticed the advantages of introducing HKE to students for relating knowledge from textbooks to daily lives and increasing exposure to different use and varieties of English. However, almost all of them thought of learning Standard English as a prerequisite for English Language learning rather than 'for life-long learning' which was the focus of the quote from this item of the proposal.

This study contained two major limitations. Firstly, since this study aimed at collecting qualitative data rather than quantitative, the size of the participants for the questionnaire survey was small, and thus, the numbers in the result were not very significant. But significant patterns were still observable. Also, the participants' ratings of agreeability on the quotes/ideas about HKE might not be completely consistent with their personal comments. For example, they tended not to give their ratings at the two extremes, or remained neutral while they apparently showed their agreement or disagreement in the quotes/ideas in their comments. Therefore, it was more reliable to examine comprehensively the comments the participants gave in order to find out their real stances. These comments undoubtedly helped reveal the true picture of English Language teaching and learning, and the teachers' perceptions towards HKE nowadays.

Despite the shortcomings listed, this study successfully related the teachers' perceptions of the proposal for the implementation of HKE into the English Language curriculum, and revealed the obstacles and potentials for launching the proposal. The major obstacles are as follows: (1) Hong Kong people's tendency to be realistic and practical due to the pressure from the competitive local society; (2) the lack of sufficient research studies proving HKE's usefulness in helping local students' understanding and learning of English, and introducing the distinctive features and expressions of HKE linguistically and culturally to the general public; (3) the deficiency of concrete and advanced linguistic knowledge of English among the teachers; (4) the teachers' and students' lack of real-life exposure to, and learning opportunities of, different varieties of English as constrained by the syllabuses set for the academic or training programmes, and by the academic institutional policies; and (5) the students' lack of interest and motivation in language subjects.

While the first obstacle was described as unavoidable, the third and fourth ones can be directly overcome by including topics or modules about HKE/EIL/World Englishes and advanced English linguistics into more university and training courses for potential and current English language teachers. Secondary schools and universities are advised to apply for the Government's subsidy and organise study-exchange programmes and overseas internships for secondary school teachers and students and university undergraduates, respectively, to increase their overseas exposure and experience. More importantly, the two potential directions of

implementing HKE into the language curriculum proposed in Sub-section 3.4.6 would be highly useful to help with the situation mentioned in the fifth obstacle. For students who are more capable at learning English and handling its linguistic features (i.e. usually students from EMI schools), HKE can be introduced to them as a module or unit within the curriculum in order to increase their exposure to different varieties of English and to enhance their knowledge of English linguistically and culturally; Complementarily, for students who are less capable at learning English and lack interest in English (i.e. usually students from CMI schools), HKE can be used as an MOI in junior secondary classrooms within the ELA time in order to help students link their textbook knowledge to daily lives, which may arouse their interest in English. It would also help students to relate L1 Cantonese to L2 English, which provides them with a stepping stone to enhance their English skills. Both ways can be practised simultaneously and tailored to suit the needs of different groups of students in fulfilling the curriculum's aim.

To achieve the goal of implementing HKE into the Hong Kong language curriculum, and ultimately, recognising HKE's authority locally and internationally, the local teachers and the public, the HKSAR and the national PRC Governments have to be convinced of HKE's usefulness in "enhancing students' ability, confidence and motivation in learning English, and their proficiency in English" (Education Bureau 2010:5-7) as well as in "broadening students' knowledge and preparing them for further study, vocational training and work" (CDC & HKEAA 2007:9). Hence, the only way to convince the different parties mentioned and to achieve the goals above is to produce a tremendous amount of research studies in the near future on the following topics: (1) the highly noticeable distinctive linguistic features of HKE in detail; (2) the intelligibility of HKE to people from the largest native-English countries like the U.K., U.S.A. and Canada, and from other European and African countries where English is used as an additional language, as a continuation of Kirkpatrick et al.'s study (2008); (3) HKE as a localised variety of English helps students relating L1 Cantonese/Chinese to L2 English, which enhances their proficiency in English and motivation in the learning of English; (4) drafted teaching materials and syllabuses for HKE for secondary English Language curriculum. With a sufficient amount of research studies, codification of HKE and a series of seminars introducing HKE to the public can thus be done. In this way, the second obstacle to

HKE's implementation mentioned previously would be automatically overcome, and more people from different parties would likely be convinced.

After all, this study proves that teachers' perceptions towards HKE and students' learning of English are crucial to the implementation of HKE into the Hong Kong language curriculum because they are the people who can directly and frequently influence students' value of English and its varieties. Nevertheless, all parties are observed to be interdependent, whereas the production of research studies, the codification and the organisation of seminars on HKE to convince all parties, the implementation of HKE into the language curriculum and the recognition of HKE locally and internationally are advised to be done in sequence. Instead of emphasising heavily on teachers' recognition of students' 'errors' in English as a distinct Hong Kong identity being expressed in the language (Joseph 2004:161) as in the previous studies, the focus for the recognition of HKE's authority or its real emergence has to be built on a sense of local identity within English and a positive perception towards HKE among different groups of Hong Kong people, especially university and secondary school students, and various parties. The implementation of HKE into the Hong Kong language curriculum in the two directions and with other supplementary measures as proposed in this study provide potential and instrumental methods for this to be achieved.

[15135 words]

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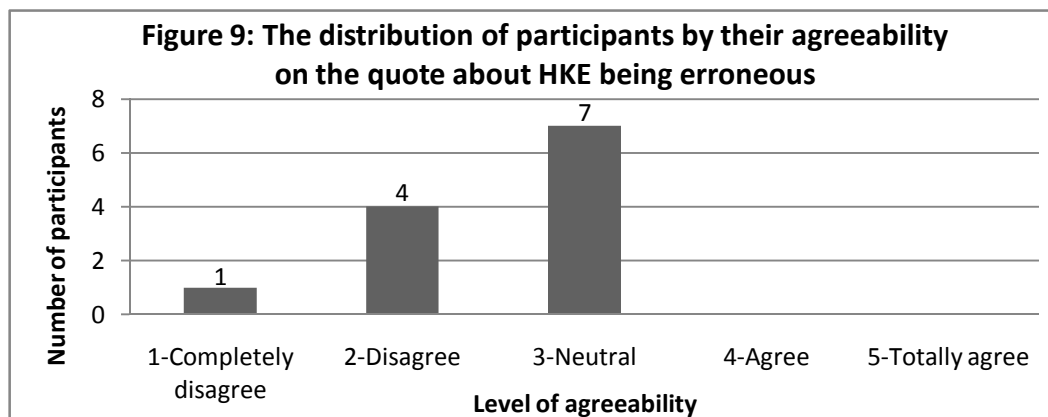
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## APPENDICES

### A. Participants' comments towards the quotes in Part II of the questionnaire

#### Part II.

**Q16. "...any distinctive Hong Kong [English] expression [is] by its very nature bad English [or an erroneous version of Standard English]" (McArthur 2005:62).**



#### 1 – Completely disagree

*P1: "There is no good or bad language but only language (features) used by more and less powerful people. Those powerful can determine what count as bad / good language."*

#### 2 – Disagree

*P6: "Hong Kong English has its features. Although it is not 'standard' English, it is undeniable that it has been commonly used by many language-users in Hong Kong."*

*P7: "Hong Kong expression is a kind of culture. It reflects such uses in its context."*

*P10: "It depends how you regard the function of a language. If it is used for communication, Hong Kong English should not be regarded as bad English as long as it serves the purpose of communication."*

*P11: "If there are enough people using Hong Kong English, it can be 'standard'. Language is for communication. As long as it can be used to communicate, it is not 'bad'."*

#### 3 – Neutral

*P2: "I think some of the distinctive HKE expression may not be necessarily 'very nature bad English [or an erroneous version of Standard English]'. Some HKE*

*expression may not be idiomatic but still acceptable. The intensifier 'very' I think is a bit strong."*

*P3: "It depends on what 'bad English' you mean ... in terms of grammatical accuracy? Style? Appropriateness? Formality? I don't think an exact conclusion can be drawn to all so-called expressions."*

*P4: "No Comment on this actually as I consider some expression bad English but some not that bad. It has got some Hong Kong features."*

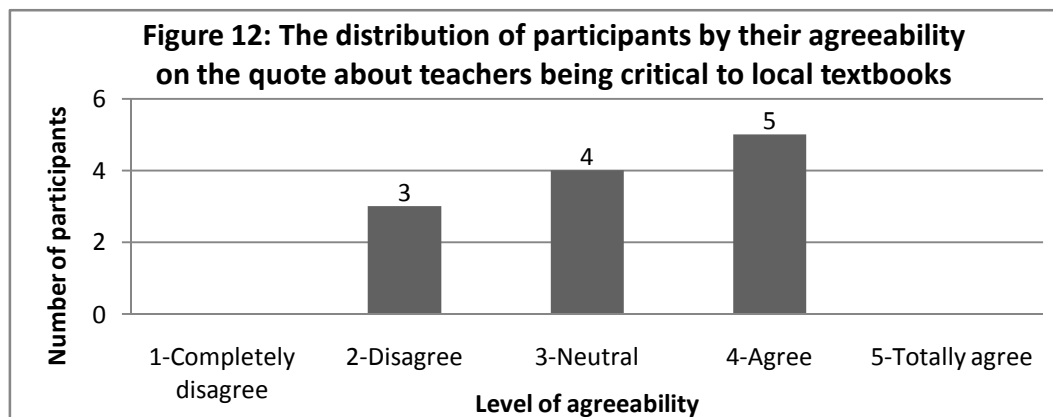
*P5: "When some words and expressions are commonly used and they are known to Hong Kong people, it is difficult to say whether they are right or wrong. But I do agree that most of the Hong Kong English is erroneous."*

*P8: "For my students who are less capable in learning English, the Hong Kong English expression is the first step for them to learn English. They usually translate the expression from Chinese to English, so they always make Hong Kong expression. However, we may do the 'common mistake' sessions with them to teach them the Standard English. It is natural for my students to have Hong Kong expressive"*

*P9: "Hong Kong people still manage to give proper English."*

*P12 (No comment)*

**Q17. "[Teachers] were more critical and wary about the [local textbooks published in Hong Kong], which were also written by native speakers of English, [than the grammar and usage books and dictionaries published in native English-speaking countries, mainly Britain]" (Tsui and Bunton 2002:74).**



**2 – Disagree**

*P1: "Most teachers do not pay much attention to the nationalities of the authors of those textbooks."*

*P9: "There isn't much significant difference regarding the writers of textbooks."*

*P10: "I believe that teachers are critical to all types of books."*

### 3 – Neutral

*P3: "From what I learnt in my MEd studies and my own experience, it quite depends on the teacher language awareness (TLA, see Andrews (2007)) of individual teachers. The place of publication and the nationality of the writers do not really matter when making critiques and decisions."*

*P6: "To me, it depends more on the quality or reputation, rather than the origin, of the publisher."*

*P8: "The local textbooks published in Hong Kong are usually fine and the English standard is appropriate to the students. However, it does make mistakes on some occasions."*

*P11: "It's over generalization, not all teachers are like that. I don't see a particular need to be more critical towards the local textbooks."*

### 4 – Agree

*P2: "As far as we [my colleagues and I] know, most of the local textbooks are only reviewed by native English speakers rather than really written by them. 'Developing skills' by Aristo had been kept bemoaning by local teachers because its exercises were full of errors. We are therefore more 'sceptical' on the language used in local textbooks."*

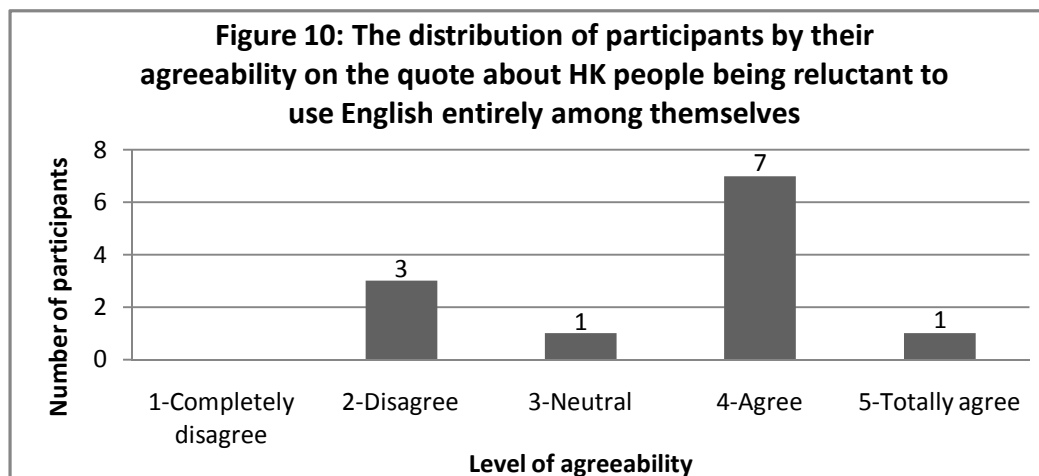
*P4: "This is true if you are talking about grammar and dictionaries. The comparison is not appropriate. Teachers will also be critical for those textbooks written in Britain. Hong Kong teachers will think the context is not suitable for Hong Kong teachers."*

*P5: "Local textbooks are specially designed and used to teach local students, so some English teachers consider local textbooks, though written by native speakers, less authentic. They are hence more critical about the local textbooks."*

*P7: "Through textbooks, students can be exposed to different language patterns, slangs and some native expressions. Therefore, if textbooks are written by native speakers of English, the situation will be more authentic."*

*P12 (No Comment)*

**Q18. “Hong Kong people are reluctant to use or switch to English entirely, for intra-ethnic communication [in daily life]” (Li 2007:13).**



2 – Disagree

*P1: “Most Hong Kong people are willing to use English in their conversations with foreigners.”*

*P10: “You may find taxi drivers trying their best to use English to communicate with foreigners.”*

*P11: “The people I know here do not show a particular reluctance at all.”*

3 – Neutral

*P7: “It depends on how comfortable a person feels when using the language. It also depends on the need of using the language.”*

4 – Agree

*P2: “It sounds more natural to speak in one’s mother tongue when sharing own feelings and chatting.”*

*P3: “This is actually supported by surveys on HK secondary school students (Pierson, Fu & Lee, 1980; Pennington & Yue, 1993) – Q.14 in the survey.”*

*P4: “They don’t really feel the need that they have to use English in their daily life.”*

*P6: “It depends mainly if there’s a need to do so. If they are speaking to people of the same ethnicity whose 1<sup>st</sup> language is the same, it is understandable why they don’t use English entirely.”*

*P8: “For most of the situation, it is not necessary for Hong Kong people, especially for Hong Kong students to use English entirely as people usually can understand both Chinese and English.”*

P9: *"There is no need to use at all."*

P12 (No Comment)

5 – Totally agree

P5: *"Cantonese is our primary language, so it is normal that Hong Kong people are reluctant to use English entirely."*

**Q19. With regard to the quote above (Q18), how do you think the overall attitude of your students towards using English Language is?**

P1: *"They mainly learn English for the sake of examination. They don't really care whether they can use their English to participate in real life conversations/interactions with native English speakers."*

P2: *"To my students who study at a CMI school, they have a fairly neutral attitude towards English. Obviously they understand the importance of English but they don't think they really have to use them as they can still survive without using it. Some of them feel English is a 'superior language' as compared with Chinese as English sounds more official and is widely used in business negotiation."*

P3: *"Generally they don't like English. Most of them just see English as a subject at school. They don't learn English actively after school. They think English is a difficult but inevitable thing – at least they need a pass in English – a token for further studies and a relatively decent job (that's why students may not have the initiative to hone their English proficiency once they no longer need to face any English exams). So, they feel ambivalent towards English."*

P4: *"They are reluctant to use English and they don't feel confident when using it."*

P5: *"As most of my students are of low ability, they are very reluctant to use English in the classroom and their daily lives. Only the very strong students are willing to speak in English when talking to English teachers."*

P6: *"Again, it depends on their need. Most students are quite reluctant to speak in English in their daily communication with their classmates because they think it is easier for them to express their thoughts in their 1<sup>st</sup> language. Also, the topics that they discuss are mostly localized culture so the vocabulary that they use would also be Chinese. Some students try their very best to communicate in English because they know that practice makes perfect. If they feel they need more training in their spoken English, they would do so."*

P7: *"They are very comfortable when using the language. Since our school is an EMI school, students have to use English within school campus."*

P8: *"The prefer using Chinese rather than English. Unless, they are forced to do so."*

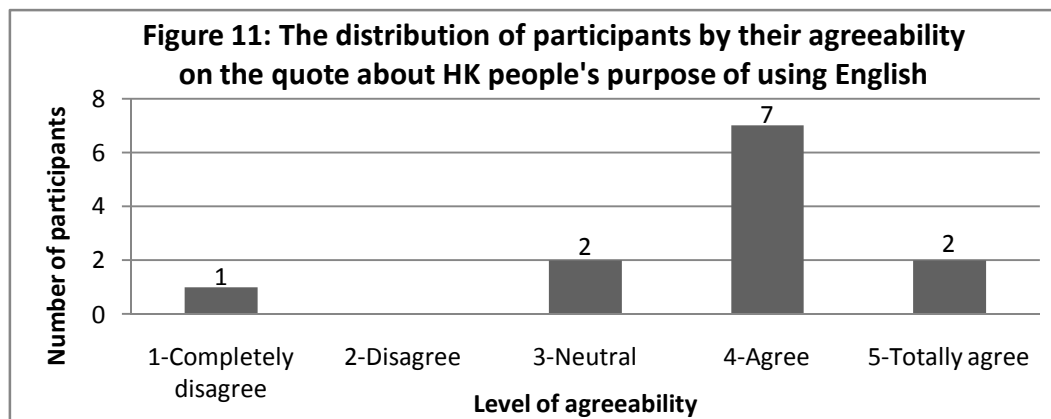
P9: “Terribly low.”

P10: “I believe my students are competent to use English but they may not use it all the time. It is common to find students using English when they are forced to or when they face foreigners.”

P11: “As long as it is not graded, they are quite willing to use English.”

P12: “Reluctant to use English. Unconfident in using English.”

**Q20. According to McArthur (2005:62), Hong Kong people mainly acquire and use English for global purposes; they “are not doing it out of love or cultural fascination (although such factors may be significant for some people), but... for pragmatic reasons like commerce, science, and technology”.**



1 – Completely disagree

P11: “Many of my local friends love British culture and that’s why their English are quite proficient.”

3 – Neutral

P7: “Still some people listen to English songs and they will learn the language or at least try to understand what the lyrics mean.”

P10: “It may be true to some extent but I still believe that some people learn English because they love the culture and the language or other reasons.”

4 – Agree

P1: “English functions as a second language for most people in Hong Kong. Our life still goes on without any knowledge of English.”

P2: *"For most of the students I came across, the answer is yes. Their instrumental motivation is very high. This, of course, to a certain extent is related to the Chinese or Asian 'pragmatic' culture."*

P3: *"As explained in my answer in Q.19 – pragmatic in terms of exams, further studies and vocational needs."*

P4: *"This is true as I can see most of my students view English as an important tool for their future study or career. When they learn, they care more about examination results."*

P8: *"That's a good description. People use English only when it is necessary."*

P9: *"That's why Hong Kong people are like – practical and realistic. They look for returns from everything they invest, which is also the case of English learning."*

P12 (No Comment)

5 – Totally agree

P5: *"From my observation, Hong Kong people learn English for practical reasons. Even when a student asks their teachers why he or she has to learn English, the most typical answer he or she will get is 'for the sake of your future'."*

P6: *"Totally agree that most Hong Kong people learn and use English for pragmatic reasons, and only a few do so out of cultural reasons. Even for those few, pragmatic reasons come before cultural ones."*

**Q21. Based on the quote above (Q20), how do you find the aim and motivation of your students in learning English Language?**

P1: *"They are not interested in learning English. They prefer spending more time on other (non-language) subjects. They are not motivated to learn informal/spoken English for informal communication. They are exposed more to formal English which is commonly used in public examinations and other subjects."*

P2: *"Aim: for further education and future career. Motivation: for further education and future career. Indeed, I can hardly find a student who really loves English for its own sake in my current teaching school."*

P3: *"(1) Exams as a positive washback. (2) Once students face any failure and/or difficulties just because of their less proficient English, they might have the initiative to learn."*

P4: *"My students also learn English because of practical reasons, for future studies or career. Few of them really love learning the language or the culture."*



P5: *“My students learn English because they are forced to. Some students learn English because they want to get good grades in exams. Only a few, if any, students learn English out of love.”*

P6: *“Many of them realized the importance of the language and are motivated to learn. Some of them learn English simply because it is made a compulsory subject at school. Very few of them learn it out of love or culture fascination.”*

P7: *“Students in my school have a strong motivation in learning English. This is reflected in our 100% passing rate in HKCEE and HKALE for many years.”*

P8: *“The motivation in learning English of my students are not very high. They learn English for examinations, they are not into the culture nor the language itself. Also, they seldom have chance to talk to the native speaker who only can communicate in English, so it is not necessary for them to speak in English.”*

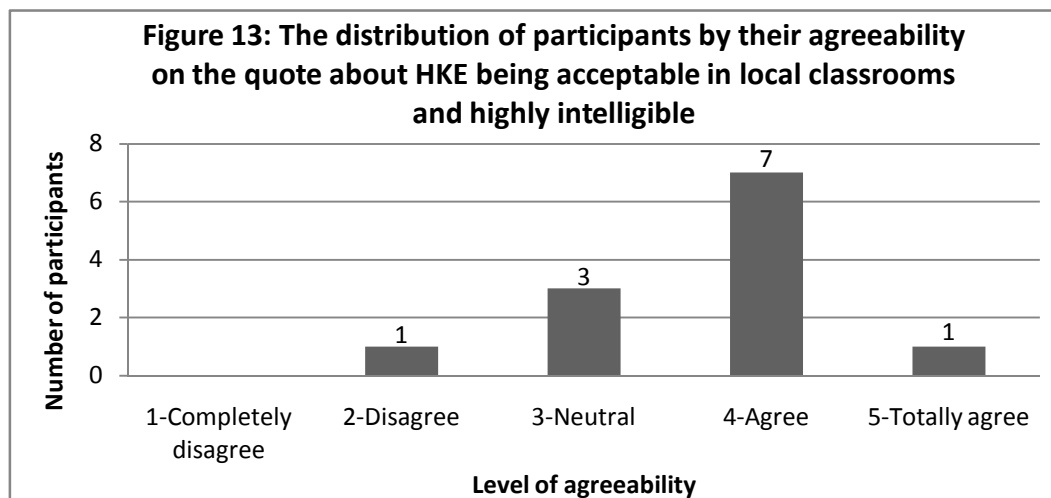
P9: *“They take it as one of the subjects and rarely find it necessary to learn.”*

P10: *“Most of them learn English because of the exams. However, there are some students learning English because they find it interesting and useful in communicating with foreigners.”*

P11: *“For exams.”*

P12: *“Most of them work hard on that subject for the sake of passing the exams. They do not really love this language and culture.”*

**Q22. According to Kirkpatrick et al. (2008:374), even though the English of Hong Kong speakers “may be influenced by their first language (L1) Cantonese”, this variety of English is indeed “linguistically acceptable as a model in the Hong Kong classroom”, as it is found to be “highly intelligible (comprehensible) in international contexts”.**



## 2 – Disagree

*P1: “To facilitate communication across different varieties of English / among different English learners, we should use the more popular varieties (such as Bt & Am Eng) as models in classroom teaching so that the deviations and miscommunication can be minimized.”*

## 3 – Neutral

*P2: “As a secondary school teacher, I don’t think I can judge my students English is ‘highly intelligible (comprehensible) in international contexts’.”*

*P5: “I think it is fine to use some ‘Hong Kong English’ if it is internationally comprehensible to native speakers. However, it is not appropriate to use it too much.”*

*P11: “It is not acceptable in local classrooms. If they produce Chinglish in classroom, they will be corrected right away.”*

## 4 – Agree

*P3: “As long as you are not studying classical literature, I don’t think there is anything wrong.”*

*P4: “As the purpose of language is communication, I think it’s acceptable.”*

*P7: “This is the influence of inter-languages. It is acceptable as it reflects a culture/ a phenomenon of a place.”*

*P8: “It is unavoidable for students to speak or write English in the linguistic style of Chinese; therefore it is acceptable for the junior students, e.g. secondary 1 students. And the acceptance would reduce gradually to their increase in language proficiency.”*

*P9: “Language is for communication after all. As long as the message is delivered, there is nothing to be bothered in terms of those language rules.”*

*P10 (No Comment)*

*P12 (No Comment)*

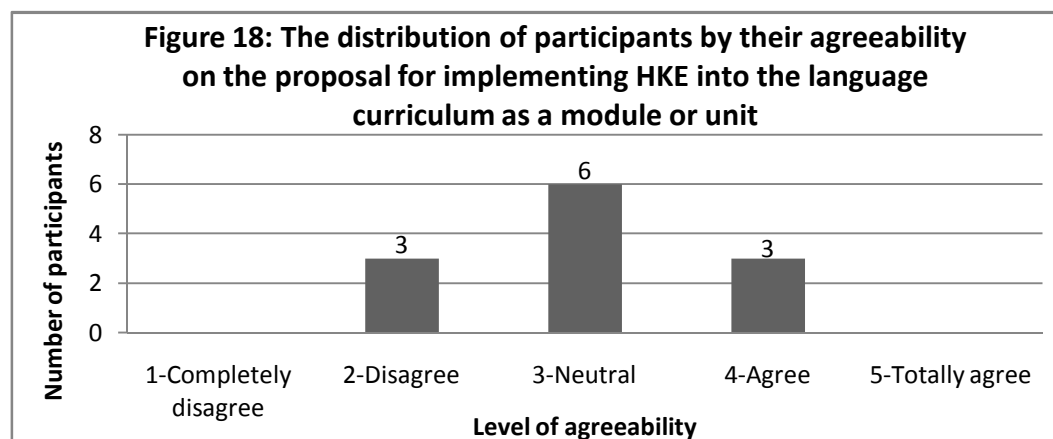
## 5 – Totally agree

*P6: “Totally agree that the language is ‘highly intelligible’ among the users though it is not the standard form.”*

For Q23 to Q25:

To fulfil the aim of Secondary English Language Curriculum (CDC & HKEAA 2007) to broaden the knowledge of secondary school students and “preparing them for further study, vocational training and work” (p.9)...

**Q23. Hong Kong English can potentially be implemented into the English Language classroom as a module or unit within the compulsory or elective part of the English Language curriculum at secondary levels to begin with.**



2 – Disagree

*P2: “To be included in a formal curriculum, Hong Kong English has to be recognised by the world first.”*

*P5: “Personally, I don’t agree that Hong Kong English should be included in our curriculum. What students should first learn is Standard English. When they have more exposure to English, they will learn Hong Kong English by themselves.”*

*P11: “I cannot see the need to learn Hong Kong English in particular. Once students learn English for some time, they will internalize it and produce Hong Kong English, just like dialect. But when it comes to formal context, they know how to switch to “standard” English in order to communicate with people who may not be able to understand Hong Kong English. I think that is and should be how it goes because British and American English is more dominant after all.”*

3 – Neutral

*P1: “Depends on what to teach through HK English. If it’s about HK culture such as popular local food in English, it’s okay.”*

*P3: “What is HK English exactly? It depends how you define ‘HK English’ and how the syllabus is set. You know, indeed, ‘Learning English through Workplace Communication’ is actually an elective module in NSS English.”*

*P4: “I don’t have any opinion about whether we should make it a module or unit.”*

P6: *“It should not be encouraged in local English classroom. To me, some elements/features of Hong Kong English like vocabulary are acceptable; some like grammar/sentence structures are not.”*

P10: *“Does it mean that Hong Kong English is inferior? Not up to standard?”*

P12 (No Comment)

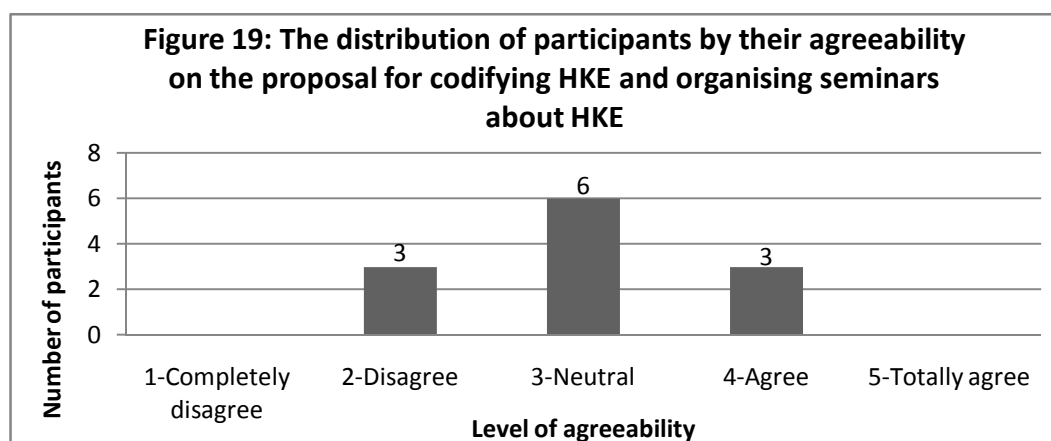
#### 4 – Agree

P7: *“It can introduce students to different language use.”*

P8: *“Students usually learn better in a module or unit way, as it is usually theme base. So students are able to learn English better through situation or even authentic situation.”*

P9: *“I will take it as a kind of authentic English. I find it worth teaching when it can allow our students to relate what they’ve learnt to their daily lives.”*

**Q24. More research studies have to be done to codify Hong Kong English (i.e. to publish dictionaries, books and teaching material of HKE), followed by doing a series of seminars on HKE and EIL topics for teachers, students and the public, in order to help develop a positive value and a sense of ownership and pride in the localised variety of English among them.**



#### 2 – Disagree

P3: *“Why was this proposal (codification) come up with? Any source showing the necessity of doing so? What are the advantages to our future generations if more literature is available?”*

P6: *“It could be a feature of Hong Kong culture, but it should not be in the formal language curriculum.”*

*P11: "I cannot see the need to learn Hong Kong English in particular. Once students learn English for some time, they will internalize it and produce Hong Kong English, just like dialect. But when it comes to formal context, they know how to switch to "standard" English in order to communicate with people who may not be able to understand Hong Kong English. I think that is and should be how it goes because British and American English is more dominant after all."*

### 3 – Neutral

*P2: "This question is related to the previous one. What's the reason of developing 'a sense of ownership' if the general public is not care of it or even using it? This is just a personal comment. Of course for research or academic purpose, it's worth to investigate the language of HKE as a stream in Global or World English."*

*P4: "No comment on this one. I don't know if we should really advocate this."*

*P7: "If the Hong Kong English introduced is not commonly known to every teacher, then workshop, seminar is needed. It is the same as teaching elective modules, teaching notes, workshops were arranged for teachers, so that teachers can know what to teach and how to conduct their lesson."*

*P9: "I have no ideas about 'seminars'."*

*P10: "Does this exist in Singapore or other Asian countries?"*

*P12 (No Comment)*

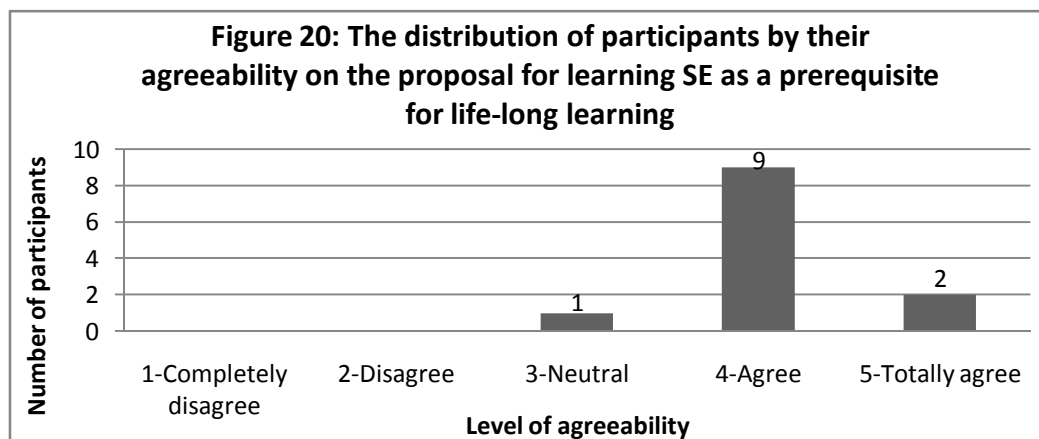
### 4 – Agree

*P1: "Because HK English is still not a widely accepted variety of Hong Kong with a very low status in Hong Kong."*

*P5: "Though I don't agree that Hong Kong English should be included in curriculum, we should have a positive value towards Hong Kong English."*

*P8: "It is a good suggestion and I would love to join those seminars."*

**Q25. While implementing Hong Kong English in secondary schools and developing students' knowledge of HKE, students would also be advised to be "equipped with Standard English as a prerequisite for life-long learning – to be literate in and conversant with lexical-grammatical features of the written standard variety in order to absorb all kinds of information in print or on the Internet" (Li 2007:14).**



3 – Neutral

*P10: "What is meant by Standard English?"*

4 – Agree

*P1: "Standard English can be a 'common language' for English learners around the world. However, when more online communication tools appear and conversation is done in a brief and casual way, the role of written standard English may diminish over time."*

*P3: "Do you mean students should still be aware of the grammar rules? Yes, they do. English used by locals can by no means be detached from any fundamental lexical-grammatical features."*

*P4: "I still think students should learn Standard English."*

*P5: "Students should know more about Standard English first before they develop their knowledge of Hong Kong English."*

*P7: "Definitely. Correct grammar usage, forms and patterns are prerequisite in learning a language."*

*P8: "I agree. Learning a language is for communication, so students should recognize the standard variety to increase their understanding on various situations."*

*P9: "Legitimacy is important as it shows how well you are doing and how serious your work is."*

*P11: “‘Standard’ English enables them to study abroad and communicate with people from different countries.”*

*P12 (No Comment)*

5 – Totally agree

*P2: “If we really need to promote or use or learn HKE, sure we need to know how to use Standard English, or we may not understand other ‘world English’.”*

*P6: “Only with a certain level of understanding of the standard form can the users explore Hong Kong English, I believe.”*

## B. The sample of the questionnaire

### **Linguistics & English Language Archives** **Informed Consent: Use of information in survey**

You are being invited to participate voluntarily in a research project about Hong Kong English, educational language policy and curriculum, which is organised by (the researcher's name), a current postgraduate student reading the Master of Science degree in Applied Linguistics in the University of Edinburgh, U.K. The aim of this project is to find out the perceptions of the current English Language teachers in Hong Kong secondary schools towards the issues of 'Hong Kong English'.

If you agree to participate, you will be asked to fill in a questionnaire specially set for the project. To ensure that the data is relevant, **you must fulfil the following conditions before starting to do the questionnaire:**

You must

- (i) be a Chinese Hong Kong bilingual (Cantonese and English) speaker – Cantonese is your mother tongue whereas English is your second language.
- (ii) be currently working as an English Language teacher in a Hong Kong secondary school.

Your participation is **anonymous** and your identity will not be revealed to others (except the researcher and the Board of Examination, University of Edinburgh). Confidentiality regarding the information that you provide will be assured by the researcher, and your individual answers will not be shared or presented in any way that would identify you as the source (except the researcher).

The estimated maximum time required for participating in this study by completing the questionnaire is 1 hour. An amount of £6.00 (approximately HK\$70) will be paid upon **your completion of the questionnaire and the researcher's confirmation of receiving your completed questionnaire within 5 days** (counting from the day when the questionnaire is being sent out to you). The payment method will be discussed individually afterwards.

The questionnaire is considered as **completed only if** a choice is opted in each of Q1 to Q15; a rating is opted and comments are added in each of Q16 to Q18, Q20, Q22 to Q25; and comments are added in each of Q19 and Q21.

At the conclusion of this study, the information collected and the results of the study will be used as part of the researcher's thesis.

If you have any questions or concerns about the project itself or the methods used, you should contact the researcher, (the researcher's name), by email (the researcher's email address) or by phone (the researcher's phone number).

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Having understood how the information you provide will be used, please provide your contact information, sign and date below to confirm your willingness to participate. Thank you.

Name in full:

Email:

Postal address:

Signature:

Date:



## **Language, Curriculum and Educational Policy Survey**

### **Introduction**

Thank you for agreeing to fill out this questionnaire. I am using this questionnaire to gather information about the perceptions of the current English Language teachers in Hong Kong towards 'Hong Kong English' (HKE), as part of my thesis for the Master of Science in Applied Linguistics degree programme in the University of Edinburgh, U.K. If you have any questions about this survey, please feel free to contact me, (the researcher's name), by sending an email to this address (the researcher's email address).

To ensure that the data is relevant, **you must fulfil the following conditions before starting the questionnaire:**

You must

- (i) be a Chinese Hong Kong bilingual (Cantonese and English) speaker – Cantonese is your mother tongue whereas English is your second language.
- (ii) be currently working as an English Language teacher in a Hong Kong secondary school.

When answering the questions, **please give answers of what you actually think** – **not** what you think you should answer, and certainly **not** what you think other people think you should answer. Also, **please follow the instruction written at the beginning of each part before attempting the questions.** As your first answer is likely the best one, so **please do not look back.** Answer each question as it comes.

Please answer all questions by choosing a(n) option/rating and adding in comments as specified and required, and **DO NOT LEAVE ANY QUESTION BLANK.**

Your participation is **anonymous** (i.e. name is not asked or shown), but I need some general information about you.

### **Part I.**

Please **highlight in red colour** your chosen option or rating. You may choose more than one options if specified. Take Question 1 as an example.

-----  
*E.g.1. Sex: Male / **Female***  
-----

1. Sex: Male / Female

2. Decade of Birth:

- a. 1980s
- b. 1970s
- c. 1960s
- d. 1950s
- e. 1940s
- f. Others – Please state ( )

3. The **highest** level of education (undertaking or achieved):

- a. Undergraduate – Bachelor Degree
- b. Postgraduate – Postgraduate Certificate/Diploma/Taught Master Degree
- c. Research – Research Master Degree / Doctorate
- d. Others – Please state ( )

4. (1) Have you ever studied abroad in an English speaking country?
- (2) If so, for how long?
- a. Yes → *How long:* ( )
  - b. No
5. (1) Have you ever learnt about different international varieties of English or related topics on World Englishes?
- (2) If so, in what occasion did you learn about them? (E.g. University courses, training sessions, etc.)
- a. Yes → *In what occasion:* ( )
  - b. No
6. How proficient in English do you think you are?
- 1 – Limited
  - 2 – Modest
  - 3 – Competent
  - 4 – Very good
  - 5 – Excellent or native-like
7. Which variety of English do you use (i.e. speak and write) in daily life?
- a. Standard British English
  - b. Standard American English
  - c. Hong Kong English
  - d. Canadian English
  - e. Australian English
  - f. English with Cantonese linguistic features
  - g. Others – *Please state* ( )
8. How long in total have you been working as a Hong Kong secondary school English Language teacher?
- a. Less than 1 year
  - b. 1 to 5 years
  - c. 6 to 10 years
  - d. 10 to 15 years
  - e. 15 to 20 years
  - f. Others – *Please state* ( )
9. Which secondary level(s) of students are you teaching English Language to? (You may choose more than one options.)
- a. Secondary 1
  - b. Secondary 2
  - c. Secondary 3
  - d. Secondary 4
  - e. Secondary 5
  - f. Secondary 6
  - g. Secondary 7

10. Which variety of English do you teach?
- Standard British English
  - Standard American English
  - Hong Kong English
  - Canadian English
  - Australian English
  - English with Cantonese linguistic features
  - Others – *Please state ( )*
11. How confident are you in teaching English Language to your students according to the examination syllabus?
- 1 – Very unconfident
  - 2 – Unconfident
  - 3 – Neutral
  - 4 – Confident
  - 5 – Very confident
12. How confident are you in distinguishing and explaining the different linguistic features/expressions between Hong Kong English/the variety of English in Hong Kong and Standard English to your students?
- 1 – Very unconfident
  - 2 – Unconfident
  - 3 – Neutral
  - 4 – Confident
  - 5 – Very confident
13. Under the arrangements for fine-tuning the medium of instruction (MOI) at junior secondary levels by the HKSAR government, which option of the MOI arrangement does the school where you are currently teaching follow?
- Mother-tongue teaching complemented various modes of extended learning activities (ELA)<sup>10</sup> in English
  - Chinese as the MOI by **most of the subjects**
  - English as the MOI by **most of the subjects**
  - Chinese as the MOI for **all** non-language subjects
  - English as the MOI for **all** non-language subjects

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<sup>10</sup> According to the Report on Review of MOI for Secondary Schools and Secondary School Places Allocation (Education Commission 2005) and the Booklet on Fine-tuning of Medium of Instruction for Secondary Schools (Education Bureau 2010), schools adopting Chinese as the MOI at junior secondary levels are recommended that they may, on top of language lessons, choose to allocate a uniform 25% of the total lesson time for conducting extended language activities (ELA) in English. On the other hand, schools may choose to transform this ELA time into the adoption of EMI in individual non-language subjects up to a maximum of two subjects.

14. With regard to Question 13, how effective, in the meantime, do you think the adopted school policy under the fine-tuned arrangement of MOI is, in achieving the goal of “enhancing students’ [ability], confidence and motivation in learning English” (Education Bureau 2010:5)?

1 – Very ineffective  
2 – Ineffective  
3 – Neutral  
4 – Effective  
5 – Very effective

15. With regard to Question 13 and 14, how effective, in the meantime, do you think the adopted school policy under the fine-tuned arrangement of MOI is, in achieving the goal of “enhancing students’ proficiency in [English]” (Education Bureau 2010:7)?

1 – Very ineffective  
2 – Ineffective  
3 – Neutral  
4 – Effective  
5 – Very effective

## Part II.

Please **highlight in red colour** your rating for each of the following quotes or ideas extracted from different related research studies and resources. Then, please **briefly comment** on your rating for each quote (i.e. state why you opt for this rating, what you think of the quote or what you see the current situation is, etc.). The 5-point-scale is applied – ‘1’ means ‘completely disagree’, ‘3’ as ‘neutral’, and ‘5’ as ‘totally agree’.

Also, there will be a **follow-up question** after some of the quotes. Please **express your views** when answering those questions.

**PLEASE DO NOT LEAVE ANY QUESTION BLANK.**

16. “...any distinctive Hong Kong [English] expression [is] by its very nature bad English [or an erroneous version of Standard English]” (McArthur 2005:62).

1 – Completely disagree  
2 – Disagree  
3 – Neutral  
4 – Agree  
5 – Totally agree

*Comment:*

17. “[Teachers] were more critical and wary about the [local textbooks published in Hong Kong], which were also written by native speakers of English, [than the grammar and usage books and dictionaries published in native English-speaking countries, mainly Britain]” (Tsui and Bunton 2002:74).

1 – Completely disagree  
2 – Disagree  
3 – Neutral  
4 – Agree  
5 – Totally agree

*Comment:*

18. “Hong Kong people are reluctant to use or switch to English entirely, for intra-ethnic communication [in daily life]” (Li 2007:13).

1 – Completely disagree  
2 – Disagree  
3 – Neutral  
4 – Agree  
5 – Totally agree

*Comment:*

19. With regard to the quote above (Q18), how do you think the overall attitude of your students towards using English Language is?

20. According to McArthur (2005:62), Hong Kong people mainly acquire and use English for global purposes; they “are not doing it out of love or cultural fascination (although such factors may be significant for some people), but... for pragmatic reasons like commerce, science, and technology”.

1 – Completely disagree  
2 – Disagree  
3 – Neutral  
4 – Agree  
5 – Totally agree

*Comment:*

21. Based on the quote above (Q20), how do you find the aim and motivation of your students in learning English Language?

22. According to Kirkpatrick et al. (2008:374), even though the English of Hong Kong speakers “may be influenced by their first language (L1) Cantonese”, this variety of English is indeed “linguistically acceptable as a model in the Hong Kong classroom”, as it is found to be “highly intelligible (comprehensible) in international contexts”.

1 – Completely disagree  
2 – Disagree  
3 – Neutral  
4 – Agree  
5 – Totally agree

*Comment:*

For Q23 to Q25:

To fulfil the aim of Secondary English Language Curriculum (CDC & HKEAA 2007) to broaden the knowledge of secondary school students and “prepare them for further study, vocational training and work” (p.9)...

23. Hong Kong English can potentially be implemented into the English Language classroom as a module or unit within the compulsory or elective part of the English Language curriculum at secondary levels to begin with.

- 1 – Completely disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Totally agree

*Comment:*

24. More research studies have to be done to codify Hong Kong English (i.e. to publish dictionaries, books and teaching material of HKE), followed by doing a series of seminars on HKE and EIL topics for teachers, students and the public, in order to help develop a positive value and a sense of ownership and pride in the localised variety of English among them.

- 1 – Completely disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Totally agree

*Comment:*

25. While implementing Hong Kong English in secondary schools and developing students' knowledge of HKE, students would also be advised to be “equipped with Standard English as a prerequisite for life-long learning – to be literate in and conversant with lexical-grammatical features of the written standard variety in order to absorb all kinds of information in print or on the Internet” (Li 2007:14).

- 1 – Completely disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Totally agree

*Comment:*

This is the end of the questionnaire. Thank you for contributing to the research project. Please save this completed questionnaire as a **Microsoft Word file**, reattach it and send it back to my email address (the researcher's email address). If you have any further questions about this survey, feel free to contact me, (the researcher's name), by email or by phone (the researcher's phone number).

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